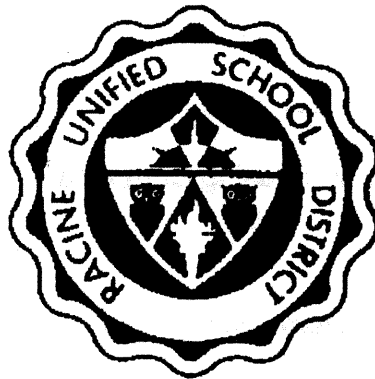


RACINE UNIFIED SCHOOL DISTRICT

**P-5 EVALUATION REPORT
SCHOOL-BY-SCHOOL DESCRIPTION
ACHIEVEMENT AND BEHAVIOR DATA
1999-2000 SCHOOL YEAR**

DECEMBER, 2000



**DEPARTMENT OF RESEARCH AND ASSESSMENT
RACINE UNIFIED SCHOOL DISTRICT
RACINE, WISCONSIN**

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P-5 EVALUATION REPORT

1999-2000

EXECUTIVE SUMMARY

Purpose

The purpose of this study is to investigate the impact of the P-5 Program on the students at the six participating schools. It addresses efforts related to increasing student achievement in P-5 schools and meeting the legislative requirements.

Method

To help determine the benefits of the P-5 Program both norm-referenced and criterion-referenced achievement testing were carried out. The testing covered four-year-olds through fifth grade and concentrated in the areas of reading, mathematics, and language arts. In addition, data indicating compliance with statutory requirements (inservice, parent involvement, attendance, etc.) were collected.

Findings

A summary of the specific P-5 program objectives is listed in the table on the next page. Achievement goals were met 32 of 46 times (69.6%). All six schools successfully conducted staff development activities. Attendance goals were met by two of five schools. Parent involvement goals were an important component for all the schools; twenty types of involvement were listed and eighteen of these were met. In the area of creating a positive learning environment, four schools had eight specific objectives and seven of them were met. Four of the schools also had one or more objectives unique to their particular program. Seven of seven unique objectives were met.

Staff development and inservice activities are an integral part of the P-5 Program. A wide array of staff inservice opportunities were provided based on the goals of the P-5 Program in each school. A total of 138 different inservice programs were held for staff at the six P-5 schools. A duplicated count of 2,274 staff members attended sessions such as math, language and reading workshops, grade level planning, writing assessment, use of the computer in education and classroom management.

Parent involvement and inservice is a prime component of the program at all P-5 schools. A total of 1,447 parents participated in parent workshops/in-services, during the 1999-2000 school year. These sessions covered topics such as orientation meetings, EDK workshops, FAST (Families and Schools Together), P-5 Conference, Make & Take Workshops and computer demonstrations and training.

During the 1999-2000 school year, the six P-5 schools presented 292 parent activities. A duplicated count of 17,110 parents attended these parent activities. The parent activities were intended to serve as communication tools and to improve parent participation in their student's educational program. Examples of the different kinds of activities include field trips, holiday activities, assemblies, special programs and open houses.

Five P-5 schools reported involvement of parent helpers in their programs. A duplicated count of 1,241 parents volunteered for classroom help, individual student help such as reading to and tutoring students, and assisting at holiday celebrations, multicultural events and field trips.

In addition, four schools reported a focus on teacher initiated parent communication. Teachers interacted with parents by telephone, letters, homework, daily behavior notes, and meetings. The total number of teacher-initiated communication contacts was 161,332.

All schools utilized a home/school worker to engage parents in the areas of attendance and student behavior. The home/school worker also communicated positive aspects of students' achievement and behavior to their parents. Academic, health, and other family needs were discussed as appropriate.

An intensive four-year old program was promoted to help prepare children for a successful kindergarten experience. In 1999-2000 a total of 137 students (89 P-5 and 48 District funded) participated in the program for most of the year. The program combines parent involvement and teacher training to implement this developmental pre-school program. Ninety-five percent of parents attended two or more school activities. Students made significant progress in work habits, social-emotional development, language/cognitive development, motor skills, music and art.

Within the appendix of each school (Appendices A-F), detailed documentation of activities is provided.

Appendix G reports additional standardized and diagnostic test data, results of grade three Wisconsin Reading Comprehension Test, results from grade four Wisconsin Knowledge and Concepts Examination, P-5 Holistic Writing Assessment from grades two and five, District Writing Assessment at grades two and five, and poverty, attendance, mobility and suspension rates.

A student success story is provided in Appendix H.

**SUMMARY OF 1999-2000 P-5 DATA
REPORTED BY OBJECTIVE TYPE BY SCHOOL**

School	Achievement	Staff Development	Attendance	Positive Atmosphere	Parent Involvement	Other
Jerstad-Agerholm	6 of 6	Yes	No Goal	Yes- Reduce Suspensions Yes- Recognize Good Behavior Yes- Provide 6 Clubs No- Reduce Blue Slips	Yes- Activities Yes- Conference Attendance Yes- Family Involvement No- Open House	
Goodland	2 of 3	Yes	Yes	Yes	Yes- School Activities Yes- Home/School Communications Yes- Workshops Yes- Helpers	Yes- Computer Lab Yes- Grades 4-yr-old K, K and 1 Reading Readiness Lessons Yes- Increase Experiential Levels of Grades K and 1
Janes	15 of 22	Yes	Yes		Yes- Activities Yes- Workshops Yes- Helpers	Yes- Year Round School
Knapp	3 of 5	Yes	Goal Not Met	Yes- 4 Clubs Yes- Decrease Tardies	Yes- Activities Yes- Workshops Yes- Communications	
Winslow	4 of 8	Yes	Goal Not Met		Yes- 5 Activities Yes- Home/School Communications	Yes- Parent Center Yes- International School
Wadewitz	2 of 2	Yes	Goal Not Met	Yes- Reduce Blue Slips	No- Activities Yes- Communications Yes- Workshops Yes- Helpers	Yes- Teacher Technology
TOTAL	32 of 46	6 of 6	2 of 5	7 of 8	18 of 20	7 of 7

INTRODUCTION

The State of Wisconsin Legislature established the P-5 Programs in 1985-86 and the criteria that school districts had to meet in order to be eligible for P-5 funding (S.115.45). These criteria required P-5 schools to:

- structure educational experiences for four year old pupils;
- test pupils in preschool through grade 3 in reading, mathematics, and language arts;
- test pupils in grades 4 and 5 in reading, mathematics, language, science, and social studies;
- implement a multidisciplinary team approach;
- limit class size to no more than 25 students for each teacher;
- prepare written evaluations of staff members;
- provide inservice training;
- establish a council of parents, community leaders, and staff members;
- develop plans to increase parental involvement; and
- provide transportation for students who move out of the P-5 school attendance area so they can remain in the school until the end of the term.

There are four school districts in the State of Wisconsin that receive P-5 funding. The Milwaukee Public School District was the first to receive P-5 funding, the Kenosha Unified School District was second, the Beloit School District was third, and the Racine Unified School District was the fourth and last to receive P-5 funding.

During the 1989-90 school year, the state awarded two Racine public elementary schools (O.Brown and Janes) a total of \$233,311 to supplement existing programs. The selection of these schools was based primarily on the high numbers of economically disadvantaged students. Each school developed a program proposal to serve pupils in grades kindergarten through five.

Beginning with the 1990-91 school year, two more elementary schools were added (Johnson and Knapp), along with a four year old kindergarten program which served the four P-5 schools at two locations. The total amount awarded for 1990-91 was \$757,717. The P-5 Program for 1990-91 represented a collection of four independent projects for grades K-5, and a project for four year olds, each with individual sets of objectives. All projects operated within the parameters of the P-5 legislation. The required criteria were implemented as standard program features at all the P-5 schools.

During the 1991-92 school year, two additional schools were added to the P-5 Program (Goodland and Winslow) making a total of six schools. The four year old kindergarten program served the original four schools at two locations. The total amount awarded for 1991-92 was \$1,038,910. The P-5 four year old kindergarten program expanded to six schools at three locations in 1992-93. The total amount awarded for 1992-93 was \$1,071,910.

In 1993-94 this level of P-5 programming was maintained. The total amount awarded for 1993-94 was \$1,044,191. In 1994-95 the same level of P-5 programming continued in the same six schools and the same three locations for the four-year-old kindergarten program. The total

amount awarded for 1994-95 was \$1,032,713. Substantial changes were made in the 1995-96 year. One school (Knapp) was replaced by Wadewitz. The four-year-old kindergarten program was operated at four sites. The amount for P-5 funding for the 1995-96 year was \$1,028,098. In 1996-97 the four-year-old program was expanded to five sites. The amount for P-5 funding was \$1,021,276 in 1996-97. Again, there were changes in the 1997-98 year. S.C. Johnson School was replaced by Knapp School. The four-year-old program was expanded to six sites. The funding for 1997-98 was \$1,064,302. In 1998-99 the same level of P-5 programming continued in the same six schools (O. Brown, Janes, Goodland, Knapp, Wadewitz and Winslow) and the same six locations for the four-year-old kindergarten program. The funding for 1998-99 was \$1,072,280.

There were changes for the 1999-2000 school year. O. Brown was replaced by Jerstad-Agerholm; funding continued for Janes, Goodland, Knapp, and Wadewitz schools. The number of four-year-old kindergarten sites remained the same (six P-5 funded sites and three District funded sites) but the location of Garfield school was changed to Red Apple. The funding for 1999-2000 was \$1,162,131.

This evaluation study investigates the impact of the 1999-2000 P-5 Program on the students at the participating schools. It addresses efforts related to increasing student achievement in P-5 schools and meeting the legislative requirements. School-by-school data are presented on achievement, attendance, staff development, and parent involvement. At the end of the data for each P-5 school, a section of "Corrective Actions" is provided. Staff from each building reviewed the data from the 1999-2000 year, and presented these Corrective Actions. These actions are being implemented during the 2000-01 school year to make a more effective and successful P-5 Program. Summary data are provided which address the busing component.

P-5 FOUR-YEAR-OLD PROGRAM

**GARFIELD AT RED APPLE
(JERSTAD-AGERHOLM/JANES),
GOODLAND, KNAPP, RED APPLE,
WADEWITZ, AND WINSLOW SCHOOLS**

P-5 FOUR-YEAR-OLD PROGRAM

1999-2000

NEED:

To improve pupil readiness for kindergarten.

OVER-ALL PROGRAM GOALS:

1. The P-5 Four-Year-Old Program will help to prepare the participants for a successful kindergarten experience.
2. The program will help to develop each child's ability to apply his/her reasoning abilities to a wide range of situations, using a variety of materials.
3. The program will help to develop each child's creativity, initiative, spirit of inquiry, and openness to knowledge and other people's viewpoints.
4. The program will help to develop the child's ability to work with other children and adults in group planning, cooperative efforts, and with shared leadership.
5. The program will provide positive life experiences which will help the child establish a positive self-concept.

1999-2000 ENROLLMENT:

During the 1999-2000 school year, the Garfield program was physically relocated to Red Apple, P-5 funded four-year-old programs operated for Garfield (Jerstad-Agerholm and Janes), Knapp, Goodland, Wadewitz and Winslow. In addition, the district funded three classes delivering the same services at Knapp, Red Apple and Wadewitz.

Since the same P-5 Program model was operational at all of the four-year-old sites, the P-5 and District data were aggregated and are reflected in the report which follows. The table below presents the 1999-2000 enrollment details of students included in the June report. (Students included in June Report are those who attended at least from November 1 to May 1.)

P-5 AND DISTRICT-FUNDED ENROLLMENT REPORTED BY SITE

School	Number of Sessions	Total Enrollment	Sessions	
			P-5	District
Garfield at Red Apple (Jerstad-Agerholm/Janes)	2	27	27	--
Goodland	1	16	16	--
Knapp*	2	30	16	14
Red Apple*	1	17	--	17
Wadewitz*	2	34	17	17
Winslow	1	13	13	--
	9	137	89	48
	Black-N= 51	(Male=32) (Female=19)		
	Hispanic-N= 31	(Male=9) (Female= 22)		
	White-N= 52	(Male=27) (Female=25)		
	Asian-N=3	(Male=0) (Female=3)		
	Native American-N=0	(Male=0) (Female=0)		

*Site of one District-funded program.

PROGRAM FEATURES:

Staff preservice and inservice was conducted by Title I/Standards P-5 Supervisor, Richard Fornal, and Early Childhood Specialist, Mary Jane Canman.

A Racine Unified School District P-5 Four-Year-Old Program curriculum guide is being used. It focuses on hands-on learning, concrete objectives, and manipulative strategies for teachers. Features of the High Scope Preschool Program and the P-COC Preschool Program are incorporated in the guide.

Parent involvement continues to be a major objective with participation and support sought through volunteer service, workshops, field trips and home-school liaisons by the teachers.

RESULTS:

Teacher Activities Implemented By P-5 Four-Year-Old Program

Initial parent orientation conference	Attendance/behavior checks
Parent-Teacher Conferences (school)	Parent volunteer in room/building/pool
Teacher home visits	Kit Orientation
Conference update	Open House
Parent visits to school	Speakers/films
Performance update/check	Year-end report/Referral to Ex. Ed.
PTA Meetings	SCAN Program
Special Recognition Ceremony	Parent Meeting
Parent Days	

Parent Activities Implemented By P-5 Four-Year-Old Program

Decorating Tee-Shirts	Art Show/Ice Cream Social
Mothers Day Tea	Dessert Night
Swan's Farm/Curly Fleece Farm	Milwaukee Zoo/Racine Zoo
Library	Golden Rondelle
VIP Day	Pumpkin Farm/Apple Orchard
Halloween Festival	PTA Meeting
Holiday Programs (Christmas, Thanksgiving)	Gingerbread House Making
Field Trip to Fire Station/Post Office/Bakery	Candy House Project
Randall's Market/Regency Mall/Nursing Home	Parent Panel/SCAN Parent Meeting
Riverbend Tracking Field Trip	Valentine Party
Nature Walk - Wustum Museum	Guest Reader
Kit Inservice	Easter Party and Hunt
Kaleidoscope Trip	Cinco de Mayo Celebration
End-of-Year Ceremony	Birthday Parties/Unbirthday Celebration
Apple Farm Trip	Donuts for Dad
Christmas Program (Nutcracker)	Chinese New Year
Snowman Making Party	City Bus Ride
Harvest Feast	Bingo
Gymnastics Trip	Green Meadows Farm
Pumpkin Decorating	

Parent Workshops: Kit Orientation, Fire Safety, Behavior, Make and Take, Readiness Learning Games, Kids CAN, Options, Parenting

PARENT INVOLVEMENT:

Garfield at Red Apple (Jerstad-Agerholm/Janes), Goodland, Knapp, Red Apple, Wadewitz, and Winslow programs.

Total Number of Families Throughout the Year = 154

Number of parents/families attending at least one school activity = 150

Zero/One Time: N = 8 (5% of Total Families)
 N = 4 (3% of Attending Families)

Two or more times: N = 146 (95% of Total and 97% of Attending Families)

Evaluation of Parent Involvement
Number of Activities Attended

Zero	One	Two	Three	Four	Five	Six
N=4	N=4	N=7	N=9	N=22	N=15	N=21
Seven	Eight	Nine	Ten	Eleven	Other:	
N=12	N=11	N=11	N=13	N=12	Twelve	N=4
					Thirteen	N=1
					Fourteen	N=2
					Fifteen	N=3
					Sixteen	N=0
					Seventeen	N=0
					Eighteen	N=1
					Nineteen	N=2

A total of 146 parent/families (95% of Total and 97% of Attending Families) were present at 2 or more school activities. These figures suggest that the Parent Activity Component of the program is achieving considerable success, with most of the families attending six or more events.

ACHIEVEMENT:

The importance of the program objectives related to enhancing the development of language abilities, basic concepts, and visual discrimination skills is tied directly to the criterion-referenced assessments chosen to evaluate the effectiveness of the program. The following table presents the 1999-2000 progress reports.

P-5 4-Year-Old Program Progress Reports - 1999-2000

<u>GARFIELD PROGRAM AT RED APPLE</u>	January 2000 (n = 27)		June 2000 (n = 27)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	74%	26%	93%	7%
I follow directions.	81%	19%	85%	15%
I take good care of equipment.	100%	---	100%	---
I clean up after myself.	100%	---	100%	---
<u>Social/Emotional Development</u>				
I play independently.	100%	---	100%	---
I play constructively with others.	93%	7%	100%	---
I am considerate of others.	67%	33%	93%	7%
I am developing self-control.	48%	52%	78%	22%
I try to solve my own problems.	19%	81%	100%	---
I am developing self-help skills.	85%	15%	100%	---
I try things that are new/difficult.	59%	41%	100%	---
I show pride in what I am able to do.	100%	---	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	96%	4%	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	100%	---	100%	---
I cut with a scissors.	85%	15%	96%	4%
I can control crayons, markers, pencils, paste and glue.	89%	11%	96%	4%

GARFIELD PROGRAM AT RED APPLE	January 2000 (n = 27)		June 2000 (n = 27)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
Music/Art				
I participate in musical activities.	100%	---	100%	---
I sing with the group/alone.	89%	11%	100%	---
I enjoy rhythms.	100%	---	100%	---
I participate in art activities.	100%	---	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
Language/Cognitive Development				
I speak so others can understand me.	89%	11%	93%	7%
I share experiences using appropriate vocabulary and sentence length.	78%	22%	96%	4%
I know my position words. (in, on, above, below, etc.)	74%	26%	78%	22%
I know my personal information. (name, age, birthday, address, telephone)	22%	78%	63%	37%
I enjoy listening to stories and poems.	100%	---	100%	---
I can sequence simple stories/events.	56%	44%	93%	7%
I participate in fingerplays and rhymes.	100%	---	100%	---
I participate in acting out stories/events	100%	---	100%	---
I know my colors.	78%	22%	89%	11%
I know my shapes.	56%	44%	85%	15%
I can recognize my name.	81%	19%	100%	---
I can write my name.	19%	81%	67%	33%
I can classify and categorize common objects.	93%	7%	100%	---
I count to <u>20</u> .	41%	59%	74%	26%
I count objects to <u>10</u> .	63%	37%	81%	19%

P-5 4-Year-Old Program Progress Reports - 1999-2000

<u>GOODLAND SCHOOL</u>	January 2000 (n = 17)		June 2000 (n = 16)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	76%	24%	94%	6%
I follow directions.	82%	18%	100%	---
I take good care of equipment.	100%	---	100%	---
I clean up after myself.	53%	47%	94%	6%
<u>Social/Emotional Development</u>				
I play independently.	100%	---	100%	---
I play constructively with others.	94%	6%	100%	---
I am considerate of others.	82%	18%	94%	6%
I am developing self-control.	53%	47%	81%	19%
I try to solve my own problems.	53%	47%	88%	13%
I am developing self-help skills.	76%	24%	100%	---
I try things that are new/difficult.	82%	18%	100%	---
I show pride in what I am able to do.	100%	---	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	100%	---	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	100%	---	100%	---
I cut with a scissors.	94%	6%	100%	---
I can control crayons, markers, pencils, paste and glue.	100%	---	100%	---

GOODLAND SCHOOL

	January 2000 (n = 17)		June 2000 (n = 16)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
Music/Art				
I participate in musical activities.	100%	---	100%	---
I sing with the group/alone.	88%	12%	100%	---
I enjoy rhythms.	100%	---	100%	---
I participate in art activities.	100%	---	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
Language/Cognitive Development				
I speak so others can understand me.	76%	24%	81%	19%
I share experiences using appropriate vocabulary and sentence length.	82%	18%	81%	19%
I know my position words. (in, on, above, below, etc.)	---	100%	100%	---
I know my personal information. (name, age, birthday, address, telephone)	12%	88%	31%	69%
I enjoy listening to stories and poems.	100%	---	100%	---
I can sequence simple stories/events.	53%	47%	81%	19%
I participate in fingerplays and rhymes.	100%	---	100%	---
I participate in acting out stories/events	94%	6%	100%	---
I know my colors.	88%	12%	94%	6%
I know my shapes. -	59%	41%	81%	19%
I can recognize my name.	47%	53%	100%	---
I can write my name.	29%	71%	75%	25%
I can classify and categorize common objects.	100%	---	88%	13%
I count to <u>20</u> .	47%	53%	81%	19%
I count objects to <u>10</u> .	71%	29%	100%	---

P-5 4-Year-Old Program Progress Reports - 1999-2000

KNAPP SCHOOL	January 2000 (n = 30)		June 2000 (n = 30)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	83%	17%	97%	3%
I follow directions.	70%	30%	93%	7%
I take good care of equipment.	97%	3%	97%	3%
I clean up after myself.	93%	7%	100%	---
<u>Social/Emotional Development</u>				
I play independently.	97%	3%	100%	---
I play constructively with others.	97%	3%	97%	3%
I am considerate of others.	100%	---	93%	7%
I am developing self-control.	73%	27%	90%	10%
I try to solve my own problems.	90%	10%	97%	3%
I am developing self-help skills.	93%	7%	97%	3%
I try things that are new/difficult.	93%	7%	97%	3%
I show pride in what I am able to do.	100%	---	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	100%	---	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	93%	7%	90%	10%
I cut with a scissors.	90%	10%	97%	3%
I can control crayons, markers, pencils, paste and glue.	87%	13%	90%	10%

KNAPP SCHOOL	January 2000 (n = 30)		June 2000 (n = 30)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Music/Art</u>				
I participate in musical activities.	93%	7%	100%	---
I sing with the group/alone.	93%	7%	97%	3%
I enjoy rhythms.	100%	---	100%	---
I participate in art activities.	100%	---	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
<u>Language/Cognitive Development</u>				
I speak so others can understand me.	87%	13%	93%	7%
I share experiences using appropriate vocabulary and sentence length.	87%	13%	100%	---
I know my position words. (in, on, above, below, etc.)	87%	13%	97%	3%
I know my personal information. (name, age, birthday, address, telephone)	7%	93%	80%	20%
I enjoy listening to stories and poems.	100%	---	100%	---
I can sequence simple stories/events.	77%	23%	100%	---
I participate in fingerplays and rhymes.	93%	7%	97%	3%
I participate in acting out stories/events	97%	3%	100%	---
I know my colors.	73%	27%	97%	3%
I know my shapes.	57%	43%	97%	3%
I can recognize my name.	97%	3%	97%	3%
I can write my name.	47%	53%	83%	17%
I can classify and categorize common objects.	100%	---	100%	---
I count to <u>20</u> .	43%	57%	87%	13%
I count objects to <u>10</u> .	90%	10%	93%	7%

P-5 4-Year-Old Program Progress Reports - 1999-2000

RED APPLE SCHOOL	January 2000 (n = 17)		June 2000 (n = 17)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	88%	12%	88%	12%
I follow directions.	94%	6%	94%	6%
I take good care of equipment.	100%	---	100%	---
I clean up after myself.	100%	---	100%	---
<u>Social/Emotional Development</u>				
I play independently.	100%	---	100%	---
I play constructively with others.	82%	18%	94%	6%
I am considerate of others.	88%	12%	94%	6%
I am developing self-control.	88%	12%	94%	6%
I try to solve my own problems.	65%	35%	94%	6%
I am developing self-help skills.	82%	18%	88%	12%
I try things that are new/difficult.	76%	24%	100%	---
I show pride in what I am able to do.	100%	---	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	100%	---	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	100%	---	100%	---
I cut with a scissors.	100%	---	100%	---
I can control crayons, markers, pencils, paste and glue.	94%	6%	94%	6%

RED APPLE SCHOOL	January 2000 (n = 17)		June 2000 (n = 17)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
Music/Art				
I participate in musical activities.	100%	---	100%	---
I sing with the group/alone.	100%	---	100%	---
I enjoy rhythms.	100%	---	100%	---
I participate in art activities.	100%	---	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
Language/Cognitive Development				
I speak so others can understand me.	76%	24%	100%	---
I share experiences using appropriate vocabulary and sentence length.	76%	24%	100%	---
I know my position words. (in, on, above, below, etc.)	53%	47%	71%	29%
I know my personal information. (name, age, birthday, address, telephone)	47%	53%	88%	12%
I enjoy listening to stories and poems.	100%	---	100%	---
I can sequence simple stories/events.	29%	71%	76%	24%
I participate in fingerplays and rhymes.	100%	---	100%	---
I participate in acting out stories/events	94%	6%	100%	---
I know my colors.	65%	35%	100%	---
I know my shapes.	65%	35%	59%	41%
I can recognize my name.	100%	---	100%	---
I can write my name.	35%	65%	94%	6%
I can classify and categorize common objects.	18%	82%	65%	35%
I count to <u>20</u> .	29%	71%	71%	29%
I count objects to <u>10</u> .	94%	6%	100%	---

P-5 4-Year-Old Program Progress Reports - 1999-2000

<u>WADEWITZ SCHOOL</u>	January 2000 (n = 34)		June 2000 (n = 34)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	88%	12%	91%	9%
I follow directions.	91%	9%	97%	3%
I take good care of equipment.	100%	---	100%	---
I clean up after myself.	100%	---	100%	---
<u>Social/Emotional Development</u>				
I play independently.	100%	---	100%	---
I play constructively with others.	100%	---	97%	3%
I am considerate of others.	100%	---	97%	3%
I am developing self-control.	100%	---	97%	3%
I try to solve my own problems.	74%	26%	88%	12%
I am developing self-help skills.	100%	---	100%	---
I try things that are new/difficult.	100%	---	100%	---
I show pride in what I am able to do.	100%	---	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	100%	---	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	100%	---	100%	---
I cut with a scissors.	68%	32%	79%	21%
I can control crayons, markers, pencils, paste and glue.	91%	9%	91%	9%

WADEWITZ SCHOOL	January 2000 (n = 34)		June 2000 (n = 34)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
Music/Art				
I participate in musical activities.	100%	---	100%	---
I sing with the group/alone.	100%	---	100%	---
I enjoy rhythms.	100%	---	100%	---
I participate in art activities.	100%	---	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
Language/Cognitive Development				
I speak so others can understand me.	97%	3%	91%	9%
I share experiences using appropriate vocabulary and sentence length.	97%	3%	94%	6%
I know my position words. (in, on, above, below, etc.)	74%	26%	85%	15%
I know my personal information. (name, age, birthday, address, telephone)	12%	88%	62%	38%
I enjoy listening to stories and poems.	97%	3%	94%	6%
I can sequence simple stories/events.	65%	35%	85%	15%
I participate in fingerplays and rhymes.	100%	---	100%	---
I participate in acting out stories/events	100%	---	94%	6%
I know my colors.	79%	21%	91%	9%
I know my shapes.	29%	71%	79%	21%
I can recognize my name.	71%	29%	97%	3%
I can write my name.	38%	62%	79%	21%
I can classify and categorize common objects.	71%	29%	88%	12%
I count to <u>20</u> .	12%	88%	68%	32%
I count objects to <u>10</u> .	82%	18%	94%	6%

P-5 4-Year-Old Program Progress Reports - 1999-2000

WINSLOW SCHOOL	January 2000 (n = 14)		June 2000 (n = 13)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	50%	50%	100%	---
I follow directions.	50%	50%	100%	---
I take good care of equipment.	86%	14%	100%	---
I clean up after myself.	71%	29%	100%	---
<u>Social/Emotional Development</u>				
I play independently.	100%	---	100%	---
I play constructively with others.	86%	14%	100%	---
I am considerate of others.	71%	29%	100%	---
I am developing self-control.	79%	21%	100%	---
I try to solve my own problems.	93%	7%	92%	8%
I am developing self-help skills.	100%	---	100%	---
I try things that are new/difficult.	79%	21%	100%	---
I show pride in what I am able to do.	93%	7%	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	79%	21%	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	100%	---	100%	---
I cut with a scissors.	100%	---	100%	---
I can control crayons, markers, pencils, paste and glue.	100%	---	100%	---

WINSLOW SCHOOL	January 2000 (n = 14)		June 2000 (n = 13)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
Music/Art				
I participate in musical activities.	57%	43%	92%	8%
I sing with the group/alone.	57%	43%	100%	---
I enjoy rhythms.	93%	7%	100%	---
I participate in art activities.	86%	14%	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
Language/Cognitive Development				
I speak so others can understand me.	100%	---	100%	---
I share experiences using appropriate vocabulary and sentence length.	100%	---	100%	---
I know my position words. (in, on, above, below, etc.)	93%	7%	100%	---
I know my personal information. (name, age, birthday, address, telephone)	---	100%	54%	46%
I enjoy listening to stories and poems.	100%	---	100%	---
I can sequence simple stories/events.	100%	---	100%	---
I participate in fingerplays and rhymes.	57%	43%	92%	8%
I participate in acting out stories/events	79%	21%	100%	---
I know my colors.	71%	29%	77%	23%
I know my shapes.	57%	43%	92%	8%
I can recognize my name.	93%	7%	100%	---
I can write my name.	71%	29%	100%	---
I can classify and categorize common objects.	100%	---	100%	---
I count to <u>20</u> .	43%	57%	85%	15%
I count objects to <u>10</u> .	100%	---	100%	---

P-5 4-Year-Old Program Progress Reports - 1999-2000

X of 6

	January 2000 (n = 139)		June 2000 (n = 137)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Work Habits</u>				
I sit quietly and pay attention.	79%	21%	93%	7%
I follow directions.	80%	20%	94%	6%
I take good care of equipment.	98%	2%	91%	1%
I clean up after myself.	90%	10%	99%	1%
<u>Social/Emotional Development</u>				
I play independently.	99%	1%	100%	---
I play constructively with others.	94%	6%	98%	2%
I am considerate of others.	87%	13%	95%	5%
I am developing self-control.	75%	25%	90%	10%
I try to solve my own problems.	65%	35%	93%	7%
I am developing self-help skills.	91%	9%	98%	2%
I try things that are new/difficult.	83%	17%	99%	1%
I show pride in what I am able to do.	99%	1%	100%	---
<u>Physical Development</u>				
I participate in large motor skill activities: walk, tiptoe, march, gallop, jump, hop, balance, throw, catch and kick a ball.	97%	3%	100%	---
I use simple tools and materials to develop small motor skills: beads, puzzles, blocks, etc.	99%	1%	98%	2%
I cut with a scissors.	86%	14%	93%	7%
I can control crayons, markers, pencils, paste and glue.	92%	8%	94%	6%

<u>X of 6</u>	January 2000 (n = 139)		June 1999 (n = 137)	
	% of Students Successfully Achieving	% of Students Still Working on Achievement	% of Students Successfully Achieving	% of Students Still Working on Achievement
<u>Music/Art</u>				
I participate in musical activities.	94%	6%	99%	1%
I sing with the group/alone.	91%	9%	99%	1%
I enjoy rhythms.	99%	1%	100%	---
I participate in art activities.	99%	1%	100%	---
I use a variety of art materials to express my ideas creatively.	100%	---	100%	---
<u>Language/Cognitive Development</u>				
I speak so others can understand me.	83%	12%	93%	7%
I share experiences using appropriate vocabulary and sentence length.	87%	13%	96%	4%
I know my position words. (in, on, above, below, etc.)	67%	33%	88%	12%
I know my personal information. (name, age, birthday, address, telephone)	16%	84%	65%	35%
I enjoy listening to stories and poems.	99%	1%	99%	1%
I can sequence simple stories/events.	63%	37%	90%	10%
I participate in fingerplays and rhymes.	94%	6%	99%	1%
I participate in acting out stories/events	96%	4%	99%	1%
I know my colors.	76%	24%	92%	8%
I know my shapes.	51%	49%	83%	17%
I can recognize my name.	81%	19%	99%	1%
I can write my name.	38%	62%	81%	19%
I can classify and categorize common objects.	81%	19%	91%	9%
I count to <u>20</u> .	34%	66%	77%	23%
I count objects to <u>10</u> .	82%	18%	93%	7%

JERSTAD-AGERHOLM SCHOOL

GRADES K-5

JERSTAD-AGERHOLM SCHOOL

P-5 PROGRAM 1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 436

Black - 34.9% Hispanic - 9.2% White - 54.4% Other - 1.6%

Poverty Rate: 48.9%

Average Daily Attendance: 94.8%

Mobility Rate: 18.5%

Out-of-School Suspensions: 0.15%

III. UNIQUE PROGRAM FEATURES

- The grant funded 1 project specialist.
- This year we purchased computers and computer supplies to allow 13 computers in each of the third grade rooms.
- Staff development included on-site inservice by project specialist and attendance at conferences and workshops.
- Parental participation and support included volunteer services, workshops, and increased attendance at school events and programs.
- Project specialist provided demonstration teaching and served as a resource for the computer component.
- After-school enrichment clubs for students to pursue activities of interest.
- Emphasized communication between grade levels.
- Student participated in a number of competitions in language, math, music and art.
- Attendance programs to change attendance habits of identified families.

* See Appendix G.

IV. RESULTS

Jerstad-Agerholm School

1. School Achievement Data

**JERSTAD-AGERHOLM SCHOOL, 1999-2000 DATA
OBJECTIVES RELATED TO TEST RESULTS
REPORTED BY PROPOSAL OBJECTIVES**

Mid-Year Diagnostic Reading (Mastery of 60% of the items correct)

	1999 Percent At Mastery	2000 Percent At Mastery
Grade 2	---	---
Grade 5	85.5%	91.2%

Objective: Increase percentage of students in grades 2, and 5 scoring at the mastery level by 2% as compared to the 1999 Fall Reading Diagnostic Test.*

The objective was met

*Results available only for Grade 5.

Wisconsin Reading Comprehension Test (Percents based on total enrollment.)
Grade 3 - 1999-2000

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Jerstad	9.5%	8.1%	23.0%	44.6%	14.9%	59.5%
State	7.2%	4.0%	14.3%	47.3%	27.2%	74.5%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the Wisconsin Reading Comprehension Test.

The objective was met

IV. **RESULTS** (Continued)

Jerstad-Agerholm School

1. **School Achievement Data** (Continued)

P-5 Holistic Writing - Mean Scores

	<u>Jerstad-Agerholm</u>	<u>District</u>
P-5 - Grade 2	4.15	4.01
P-5 - Grade 5	5.05	4.46

Objective: School mean scores will exceed those of the District.

The objectives were met

WSAS Social Studies Subtest-Grade 4 1999-2000 (Percents based on total enrollment)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Jerstad	2.0%	2.0%	14.0%	56.0%	27.0%	83.0%
State	3.0%	2.0%	8.0%	47.0%	38.0%	85.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the WSAS Social Studies Subtest.

The objective was met

WSAS Science Subtest-Grade 4 1999-2000 (Percents based on total enrollment)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Jerstad	2.0%	5.0%	12.0%	53.0%	29.0%	82.0%
State	3.0%	1.0%	8.0%	60.0%	27.0%	87.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the WSAS Science Subtest.

The objective was met

Six of six achievement objectives were met.

2. Staff Development

The goal was to provide opportunities for staff development and communication to prepare staff to better meet the needs of students. Objectives for 1999-2000 were

1. to hold at least six staff meetings focused on staff interactions;
2. twelve staff members to be trained in integrating technology into the curriculum;
3. at least 10 staff members to attend conferences and report back to the staff on what they have learned; and
4. staff members will meet once a semester to plan curriculum.

A total of eight meetings were held for staff interaction. Each semester we had grade levels meet to analyze test results by item. The directors of Science and Social Studies presented two meetings on test results. They discussed the State Standards and their location within the curriculum. We used staff meetings, early release days and subs to release teachers for grade level meetings. Staff met four times to work on the new reading curriculum and our focus for next year.

The building computer specialist worked in the classrooms demonstrating the use of the computers and software to students and eighteen staff. The district computer specialist worked with twenty-four classroom teachers on computer programs and demonstrating classroom activities. There were small group presentations after school to help those who need extra help with the computers. A total of forty-eight staff members were trained in technology.

A total of twenty-three staff members attended professional development conferences in reading, holistic writing, and P-5.

Staff members met once each semester. During these two meetings staff worked on the new reading curriculum, focused on next year's writing and looked at ways to incorporate the computer into the curriculum.

Solid staff participation and a variety of activities is evident. The goal was met.

IV. RESULTS (Continued)

Jerstad-Agerholm School

3. School Climate

The goal was to improve the school atmosphere. Objectives included:

1. Reduce out-of-school suspensions by 10%.
2. Reduce the number of referrals (blue slips) by 10%.
3. To provide at least 3 activities to recognize those students/classrooms who follow the school rules.
4. To provide 6 clubs to enhance students' self-esteem.

Objective: Jerstad-Agerholm will reduce the 1998-99 number of out-of-school suspensions by 10% for the 1999-2000 school year.

1998-99 Number of Out-of-School Suspensions	10% of 1998-99 Out-of-School Suspensions	1999-2000 Objective	1999-2000 Number of Out-of-School Suspensions
68	7	61	60

The objective was met

Objective: Jerstad-Agerholm will reduce the 1998-99 number of referrals (blue slips) by 10% for the 1999-2000 school year.

1998-99 Number of Referrals (Blue Slips)	10% of 1998-99 Referrals (Blue Slips)	1999-2000 Objective	1999-2000 Number of Referrals (Blue Slips)
332	33	299	392

The objective was not met

It should be noted that some corrective actions were implemented to reduce referrals. They included:

1. Intermediate Anger Management Group
2. Primary Anger Management Group
3. A group for students of drug and alcohol abusing families.
4. A group for students whose families are changing.

3. School Climate (Continued)

The activities provided to students who follow school rules included sports days, extra recess and peace flags.

More than six clubs were provided to enhance student self-esteem: Nature Club, Basketball Club, Homework Clubs, Just Say No Clubs, Student Council, Grade Five Musical, Variety Show, Science Fair, Word Master Club, Peer Mediators, Sports Club, Choir, Theme Days and Writing Club.

4. Parent Involvement Data

Parent Involvement in School Activities	1999-2000
Total attendance of parents at school events/classrooms:	3,790

The goal was to provide a variety of activities to involve parents in the education of their children. The objectives for the 1999-2000 school year were:

1. 2,500 parents/guardians will attend school activities/classrooms
2. To have 80% of families attend Parent/Teacher Conferences.
3. To have 75% of parents/guardians attend Open House.
4. To provide at least twelve family involvement activities.

During 1999-2000, parent visits numbered 3,790. The percent of parents attending Parent/Teacher Conferences was 88%. The percentage of parents attending Open House was only 68%; this was probably due to poor weather conditions. Twelve opportunities for family involvement were provided. The following activities were implemented:

- | | |
|------------------------------|------------------------------|
| 1. Kindergarten Visitation | 7. Roller skating and skiing |
| 2. Teacher Conferences | 8. Choir Outing Night |
| 3. Open House | 9. Reflections Award Program |
| 4. New Parent Night | 10. D.A.R.E. Graduation |
| 5. Parent Homework Workshops | 11. On a Roll Breakfast |
| 6. Art Night | 12. Holiday Performance |

Three of four parent involvement objectives were met.

GOODLAND SCHOOL

GRADES K-5

IV. RESULTS (Continued)

Jerstad-Agerholm School

5. Corrective Actions

No corrective actions were proposed for the 2000-01 school year.

GOODLAND SCHOOL

P-5 PROGRAM
1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 430

Black - 46.5% Hispanic - 8.4% White - 44.4% Other - 0.7%

Poverty Level: 64.0%

Average Daily Attendance: 93.4%

Mobility: 19.3%

Out-of-School Suspensions: 0.05%

III. UNIQUE PROGRAM FEATURES

- The grant funded 1 reading/language arts technician, 1 home/school worker, Accelerated Reader books and software, field trips, teacher inservice, instructional materials, parent transportation, and basic supplies.
- Parent transportation provided from inner-city neighborhoods to school for special school events, such as parent/teacher conferences, Extended Day Kindergarten activities, and Title I activities.
- Reading/Language arts technician expanded reading, speaking, and creative abilities of students.
- Accelerated Reader and STAR programs were implemented to motivate and increase student interest in reading and language arts skills.
- Home/school worker worked with parents, teachers, and students to reduce tardiness and absenteeism and to increase communications between the school and home.

* See Appendix G

IV. RESULTS

Goodland School

1. School Achievement Data

Mid-Year Diagnostic Reading (Performance Standard of 60% of the items correct)

	1999 Percent At Performance	2000 Percent At Performance
Grade 1	---	---
Grade 2	---	---
Grade 3	---	---
Grade 4	---	---
Grade 5	80.0%	75.0%

Objective: Student performance on the 2000 Spring Reading Diagnostic Test for grades 1-5 will improve as compared to the 1999 Fall Reading Diagnostic Test.*

The objective was not met

*1999-2000 Mid-Year Diagnostic Test results were only available for Grade 5.

Wisconsin Reading Comprehension Test (Percents based on total enrollment)
Grade 3 - 1999-2000

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Goodland	16.4%	9.0%	17.9%	43.3%	13.4%	56.7%
State	7.2%	4.0%	14.3%	47.3%	27.2%	74.5%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the Wisconsin Reading Comprehension Test.

The objective was met

IV. RESULTS

Goodland School

1. School Achievement Data (Continued)

WSAS Reading Subtest - Grade 4 - 1999-2000 (Percents based on total enrollment)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Goodland	0.0%	10.0%	20.0%	65.0%	4.0%	69.0%
State	6.0%	5.0%	12.0%	63.0%	15.0%	78.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the WSAS Reading Subtest.

The objective was met

Two of three achievement objectives were met.

2a. Increase the Experiential Levels at Grades Kindergarten and One

The goal was to increase the experiential levels of Kindergarten, Special Needs Kindergarten, and First Grade students through the use of field trips, hands-on activities and verbalization skills in order to enhance the reading readiness and verbal skills necessary for the basic understanding of reading.

The following experiences were provided for those children during the year at Goodland School:

Kindergarten

- | | |
|----------------------------|---|
| Field trips to: | Bike Safety Program |
| Pumpkin Farm | Holiday Events |
| Green Meadows Farm | Assemblies |
| Junior Achievement | Reading Buddies |
| Parent Orientation | Reading/Language Technologist Lessons |
| Monthly Gatherings for EDK | Classroom Pet Rabbit |
| Raising of Caterpillars | Read Across America-Dr. Seuss' Birthday |
| Nutritionist Visit | |

Pencils, crayons, scissors, glue and books were provided for the children.

2a. Increase the Experiential Levels at Grades Kindergarten and One
(Continued)

Grade One

Field trips to:

- Riverbend Nature Center
- Milwaukee Zoo
- Apple Hollow
- Golden Rondelle
- Hatching Chicks/Ducks in Classroom
- Guest RIF Readers
- Primary Tutoring

Assemblies

- Bear Party
- Earth Day Butterfly Release
- Read Across America-Dr. Seuss' Birthday
- Junior Achievement - Twin Disc.
- Author's Celebration
- Reading/Language Technologist

The goal was met.

2b. Enhance Reading Readiness

Four-Year-Old Kindergarten, Kindergarten, Special Needs Kindergarten, and Grade One students will be taught at least 24 lessons to enhance reading readiness and verbalization skills by the reading/language arts technician and will visit the computer lab for skill reinforcement. At least 24 lessons were taught to Four-Year-Old Kindergarten, Kindergarten, Special Needs Kindergarten, and First Grade students during 1999-2000. Many lessons included computer lab visits.

The goal was met.

3. Attendance Data and Positive School Climate

The objective was to maintain the average school attendance at 93.0% for the 1999-2000 school year. The attendance rate was 93.4%. The goal was met.

Activities Implemented to Improve Attendance and School Climate

- Award provided for perfect attendance each semester.
- Special weekly and monthly school activities provided to encourage positive behavior.
- Home/school worker maintained close home contact with habitual absentees.
- Students referred to social worker/counselor if truancies continued after home visits.
- Home/school worker maintained contact with classroom teachers regarding attendance.
- Monthly awards given to classrooms with the least amount of tardiness.
- Second-Step Curriculum.
- Monthly birthday lunches for students.
- Staff luncheons and activities.

IV. RESULTS

Goodland School

4. Parent Involvement Data

<u>Parent Activities Implemented - Highlights</u>	
Parent/Teacher Conference	D.A.R.E. Graduation
Open House	Art Fair
Room Parent's Tea	Reading Nights
Holiday Concert	Holiday Sing-A-Long
Zoo Critter Assembly	Awards Ceremony - each semester
Parent Conferences (excluding Parent-Teacher Conferences)	Family Dessert Night
<u>Parent volunteers were active in:</u>	
Field Trips	Parents Help in Classrooms
Room Parents	

A list of parent activities, attendance, and home/school communication are provided in Appendix B.

Parent Involvement in School Activities and Home/School Communications	1996-1997	1997-1998	1998-1999	1999-2000
Total attendance of parents at school events/activities:	3,377	2,794	3,236	3,150
Home/School communications from teachers	41,384	47,692	53,974	53,279

The objective was to have 2,500 parents/guardians attending school activities and 20,000 home/school communications. Each objective was analyzed separately.

The objectives were met.

Activities Implemented to Increase Parent Involvement

- Provided parent transportation for October Open House, November Parent/Teacher Conferences, Extended Day Kindergarten Activities, and Title I activities.
- Provided opportunities for parent volunteers in classrooms.
- Gave parental guidance sheets that include ideas on reading activities to each parent attending the parent teacher conference.
- Encouraged parents and special persons to visit and observe in their child's classroom during specific times.
- Parents were invited to accompany children on field trips.
- Invited all parents to attend all assemblies - D.A.R.E., Artist in Residence, concerts.

5. Staff Development

The goal was to provide staff development activities for at least 85% of staff which would support the school improvement process. 100% of the staff participated in some sort of staff development.

The staff development goal was met.

Refer to Appendix B for a list of staff development activities.

6. Corrective Actions

Third and Fourth Grade Total Reading and Language Skills

- A. Teachers will target levels of individual students and will engage students in lessons to correct skill areas.
- B. All staff members working with the third and fourth grade students offer support and encouragement to develop a stronger reading interest for our students.
- C. Title I teachers offer diagnostic and remediation skills to the students in the Title I program.
- D. Students who scored in the Minimal proficiency level on the Wisconsin Reading Comprehension Test will be considered as possible candidates for remedial reading services.

JANES SCHOOL
GRADES K-5

JANES SCHOOL

P-5 PROGRAM 1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 406

Black - 31.5% Hispanic - 43.3% White - 24.9% Other - 0.2%

Poverty Level: 86.9%

Average Daily Attendance: 97.8%

Mobility: 10.5%

Out-of-School Suspensions: 0.00%

III. UNIQUE PROGRAM FEATURES

- The grant funded 1 home/school worker, 2 classroom assistants, .50 P-5 coordinator, parent training, computer and software for classes, staff inservice, incentives, instructional materials, assemblies, and field trips.
- Parent inservice was designed to teach parents to help the child learn through family games. (Make and Take Workshops)
- Parents were encouraged to help children with math facts, vocabulary, reading, and writing.
- Parental involvement included volunteer service with recognition.
- Staff inservice included visits to other P-5 schools and school sites, as well as inservice at staff meetings, inservice in whole language, and portfolio assessment.
- Project specialist served as resource for the computer component.
- Instructional assistants gave individual and small group attention and reinforcement to students in classroom settings, as well as helped monitor the after school homework center.
- Enrichment clubs were held after school that included sports, computers, and science.
- Home/school worker acted as liaison between home, school, and community.
- Home/school worker contacted parents to increase attendance at school activities.

* See Appendix G

IV. RESULTS

Janes School

1. School Achievement Data

a. Reading and Language

Objective: 80% of the students in grades 1-5 will be at the developing level on at least 75% of the reading/language arts objectives as listed on the Title I assessment checklist.

**JANES SCHOOL - 1999-2000 DATA
TITLE I/STANDARDS READING/LANGUAGE ARTS OBJECTIVES
COUNT OF STUDENTS MEETING END-OF-YEAR PROFICIENCY LEVELS
SUMMARIZED BY CLASSROOM**

Grade	Teacher	Number of Students	Number of Students Meeting Objectives
1	A	22	18
1	B	18	14
1	C	19	9
2	D	19	17
2	E/F	19	15
2	G	19	16
3	H	25	22
3	I/J	19	16
3	K	21	16
4	L	22	14
4	M/N/O	13	10
4	P	24	20
5	Q/R	24	18
5	M/N/O	8	6
5	S	24	21
Total		296	232

Success Rate = 78.4%

This goal was not met.

IV. **RESULTS** (Continued)

Janes School

1. **School Achievement Data** (Continued)

a. **Reading and Language** (Continued)

Objective: 80% of the students in grades 1-3 will do independent or shared reading of at least 16 books per year as documented monthly in a log book.

**JANES SCHOOL - 1999-2000 DATA
READING LOG DATA
GRADES 1-3
SUMMARIZED BY CLASSROOM**

Grade	Teacher	Number of Students	Number of Students Meeting Objectives
1	A	22	22
1	B	18	18
1	C	19	19
2	D	19	19
2	E/F	19	19
2	G	19	19
3	H	25	25
3	I/J	19	19
3	K	21	21
Total		181	181

Success Rate = 100.0%

This goal was met.

IV. **RESULTS** (Continued)

Janes School

1. **School Achievement Data** (Continued)

a. **Reading and Language** (Continued)

Objective: 80% of the students in grades 4 and 5 will read at least 8 books per year as documented monthly in a log book.

**JANES SCHOOL - 1999-2000 DATA
READING LOG DATA
GRADES 4 AND 5
SUMMARIZED BY CLASSROOM**

Grade	Teacher	Number of Students	Number of Students Meeting Objectives
4	L	22	22
4	M/N/O	13	13
4	P	24	24
5	Q/R	24	24
5	M/N/O	8	8
5	S	24	24
Total		115	115

Success Rate = 100.0%

This goal was met.

IV. RESULTS (Continued)

Janes School

1. **School Achievement Data** (Continued)

a. **Reading and Language** (Continued)

Wisconsin Reading Comprehension Test (Percents based on total enrollment.)
Grade 3 - 1999-2000

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Janes	30.3%	10.6%	18.2%	28.8%	12.1%	40.9%
State	7.2%	4.0%	14.3%	47.3%	27.2%	74.5%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the Wisconsin Reading Comprehension Test.

The objective was not met

WSAS Reading Subtest - Grade 4 1999-2000 (Percents based on total enrollment.)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Janes	18.0%	5.0%	11.0%	63.0%	3.0%	66.0%
State	6.0%	5.0%	12.0%	63.0%	15.0%	78.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the WSAS Reading Subtest.

The objective was met

WSAS Language Arts Subtest-Grade 4 1999-2000 (Percents based on total enrollment)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Janes	18.0%	2.0%	11.0%	48.0%	22.0%	70.0%
State	6.0%	3.0%	20.0%	45.0%	27.0%	72.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category.

The objective was met

IV. RESULTS (Continued)

Janes School

1. School Achievement Data (Continued)

b. Math Achievement

Objective: 80% of the students in grades 2-5 will master 80% of all basic facts for each mathematical operation as listed in the Title I/Standards Handbook for their grade level in a timed situation.

**JANES SCHOOL - 1999-2000 DATA
TITLE I/STANDARDS BASIC MATH FACTS
COUNT OF STUDENTS MEETING END-OF-YEAR PROFICIENCY LEVELS
SUMMARIZED BY GRADE LEVEL AND CLASSROOM**

Grade	Teacher	Number of Students	Number of Students Meeting Objectives			
			+	-	x	-
			Addition	Subtraction	Multiply	Divide
2	D	23	22	22	--	--
2	E/F	20	19	9	--	--
2	G	21	16	15	--	--
Total		64	57	46	--	--
2nd Grade Success Rates:			89.1%	71.9%	--	--
3	H	24	22	21	23	--
3	I/T/J	19	18	14	9	--
3	K	21	18	14	5	--
Total		64	58	49	37	--
3rd Grade Success Rates:			90.6%	76.6%	57.8%	--
4	L	22	21	20	16	14
4	M/N/O	13	12	9	12	9
4	P	24	24	21	18	11
Total		59	57	50	46	34
4th Grade Success Rates:			96.6%	84.7%	78.0%	57.6%
5	Q/R	24	24	24	24	24
5	N/O	8	8	7	8	6
5	S	24	24	24	24	24
Total		56	56	55	56	54
5th Grade Success Rates:			100.0%	98.2%	100.0%	96.4%

Eight out of 13 goals were met. All of the goals were met for 5th grade and some of the goals were met in 2nd, 3rd, and 4th grades.

IV. RESULTS (Continued)

Janes School

1. School Achievement Data (Continued)

b. Math Achievement

Objective: 80% of the students in grades 2-5 will accurately complete at least 70% of the items on the final quarterly assessment of the Title I math skills objectives for their grade level.

**JANES SCHOOL - 1999-2000 DATA
TITLE I/STANDARDS MATH SKILLS OBJECTIVES
COUNT OF STUDENTS MEETING END-OF-YEAR PROFICIENCY LEVELS
SUMMARIZED BY GRADE LEVEL AND CLASSROOM**

Grade	Teacher	Number of Students	Number of Students Meeting Objectives
2	D	23	22
2	E/F	20	15
2	G	21	15
Total		64	52
2nd Grade Success Rate:			81.3%
3	H	24	23
3	I/T/J	19	7
3	K	21	20
Total		64	50
3rd Grade Success Rate:			78.1%
4	L	22	20
4	M/N/O	13	12
4	P	24	15
Total		59	47
4th Grade Success Rate:			79.7%
5	Q/R	24	20
5	N/O	8	3
5	S	24	22
Total		56	45
5th Grade Success Rate:			80.4%

Two out of four goals were met. The goal was met for 2nd and 5th grades but not for 3rd and 4th grades.

IV. RESULTS (Continued)

Janes School

1. School Achievement Data (Continued)

b. Math Achievement

WSAS Math Subtest-Grade 4 1999-2000 (Percents based on total enrollment)

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Janes	5.0%	5.0%	34.0%	51.0%	6.0%	57.0%
State	4.0%	2.0%	19.0%	43.0%	31.0%	74.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category on the WSAS Math Subtest.

The objective was met

2. Staff Development

The goal was to improve and/or expand teaching strategies which would result in higher student achievement by having 100% of the administrative and instructional staff participate in staff-identified inservice training sessions. Staff development opportunities were provided through inservice training on a variety of topics including achievement, assessment, school improvement, and state standards. The total count for staff development was 525.

The goal was met.

A list of staff development activities is provided in Appendix C.

IV. **RESULTS** (Continued)

Janes School

3. **Parent Involvement**

Parent involvement through home and school was based on the tenet that a child's success in learning depends upon a partnership between home and school. The objective was to achieve a parent attendance level at school activities of 2,500.

Parent Involvement in School Activities	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Total attendance of parents at school events/activities:	2,954	3,505	3,635	3,532	3,664

Parents participating in activities numbered 3,664. The objective was met.

A list of parent activities and attendance is provided in Appendix C.

Activities Implemented to Increase Parent Involvement

- Continued with a parent volunteer sheet to find out what parents were willing to do to help the school
- Recognized volunteers throughout the year
- Held inservice/workshops for parents
- Encouraged parents to help their child with academics at home
- Parents were welcomed at school as valuable assets
- Sent a weekly newsletter home
- Invited parents to participate in a Parent Visitation Day

4. **Attendance Data**

Percent of Student Attendance	1995-96	1996-97	1997-98	1998-99	1999-2000
	92.8%	94.1%	93.1%	94.0%	97.8%

The objective was to maintain an average daily attendance of pupils in school at 93.0%. The average daily attendance was 97.8%. The objective was met.

4. **Attendance Data** (Continued)

Activities Implemented to Improve Attendance

- Home/school worker was employed to contact parents in person, by telephone, and by mail
- Made daily calls to homes of absent and habitually tardy children
- Served as a resource to parents in dealing with health problems
- Relayed contact information to the classroom teacher
- Awards/certificates were given for attendance, honor roll, and good citizenship
- Weekly tardy tallies were taken and recorded to enhance punctuality
- A recognition assembly was held each trimester for students who had neither absences or tardies
- Noon detention was held for disruptive students
- Reinforced all school class and hallway rules

5. **Corrective Actions**

The following corrective actions are offered to improve instruction in the area of math:

- Grade level meetings are to be held bi-monthly (if not more often) to communicate with team members
- Continue to analyze test data and develop instructional strategies
- Use the computer lab time for specific math skills
- Make use of the homework center for help in math computation and concepts
- Continue to have RAMAC and WINGS volunteers work in the areas of math
- Support the P-5 program with the use of Schoolwide Title I math assessments and basic facts tests on a monthly basis
- The building principal will analyze the results of each grade level assessment and will meet with individual teachers on a per needs basis to discuss corrective actions
- Continue to encourage parents to support the education of their children by making a place in the home for completing homework assignments
- Support the RISING STAR program which spotlights students who have shown improvement in academic areas, especially math

IV. RESULTS (Continued)

Janes School

5. Corrective Actions (Continued)

- Reward students who complete basic facts assessments successfully
- Encourage staff to recommend students to participate in the Racine Community Learning Center program at Janes for additional tutoring in the area of math
- Investigate the cost of implementing the Accelerated Math program to support the success we see with the Accelerated Reading program at Grades 2, 3, 4, and 5

The staff needs to be reminded of the positive strokes the P-5 program offers in helping build self-esteem in our students.

Continuing School Improvement

KNAPP SCHOOL

GRADES K-5

Several students who were in the lowest 25% of the district in reading and math were identified as students in need of additional support. The school is currently implementing a reading intervention program for these students. The program is designed to provide additional instruction and support to these students. The program is currently in its first year and is showing promising results. The school is committed to providing the highest quality of education for all students and is dedicated to ensuring that every student has the opportunity to succeed.

KNAPP SCHOOL

P-5 PROGRAM

1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 589

Black - 32.4% Hispanic - 14.8% White - 51.6% Other - 1.2%

Poverty Level: 60.1%

Average Daily Attendance: 93.9%

Mobility: 16.1%

Out-of-School Suspensions: 0.16%

III. UNIQUE PROGRAM FEATURES

- The grant funded 1 four-year-old kindergarten teacher, 1 computer lab assistant, 1 in-school suspension assistant, 1 home/school worker, a 50% P-5 coordinator, staff inservice, student programs/assemblies, subsidized field trips for all students, and provided instructional materials and equipment.
- A staff needs assessment determined materials and equipment needs.
- Computer specialist provided basic computer instruction to all students, and helped teachers integrate computer skills into curriculum.
- Supervised in-school suspension room was provided along with individual tutoring when needed.
- Home/School worker was liaison person to ensure effectiveness of school-parent relationship. Communicated with students' homes via phone, home visits, and letters.

* See Appendix G

IV. RESULTS

Knapp School

1. School Achievement Data

KNAPP SCHOOL, 1999-2000 DATA REPORTED BY PROPOSAL OBJECTIVES

P-5 Holistic Writing - Mean Scores

	<u>Knapp</u>	<u>State P-5 Average</u>	<u>Status In Meeting Goal</u>
Grade 2	3.77	4.21	No
Grade 5	4.22	4.59	No

Objective: Students will score at or above the state P-5 standard for writing samples.

Two of two objectives were not met

Reading Recovery

Reading Recovery surpassed its goal of 75% of students successfully completing the program achievement standards. A total of 100% of students successfully completed program achievement standards as measured by the Marie Clay survey. Reading recovery students were passed on to the second grade. As such, the goal of 100% of Reading Recovery students passing on to the second grade was also met.

Computer/Technology Literacy

The goal was to provide opportunities to develop computer literacy and technology by having students in grades 1-5 participate in the development of computer-generated writing publications.

During the 1999-2000 school year, classes came to the computer lab for instruction and participated in various classroom projects. First graders wrote stories about their experiences at the Pumpkin Farm. They wrote individual stories about animals, pets, seasons, and holidays. They also wrote reports about dinosaurs as a culminating activity with a Dinosaur unit. Second graders composed letters to Santa which were sent to Starbuck Middle School to be answered by middle school students. They were returned, exchanged, and read individually. They also wrote a composition entitled "If I were President . . ." Third graders authored Diamonte Poetry and couplets. They wrote friendly and business letters. Students wrote comparing and contrasting themes about each other, how they were alike and how they were different. Fourth graders labored diligently over Diamonte Poetry. Students used computer generated publications to host a Beatnik Cafe for parents and made the

1. School Achievement Data (con't)

same presentation to the Board of Education on May 1, 2000. They also perfected the typing of friendly and business letters. Fifth graders composed, edited, and published their D.A.R.E. essays that were presented to the D.A.R.E. officer and later read at the D.A.R.E. graduation. In addition, they published their fifth grade memories for a Knapp School Memory Book. All exceptional education classes participated in the computer lab and publications listed above.

The goal to provide computer/technology literacy opportunities was met.

Three of five achievement objectives were met.

2. Positive Climate

The goal was to provide a positive climate at Knapp School:

1. Offering four or more clubs during the 1999-2000 school year.
2. Offering four or more parent workshops during the 1999-2000 school year.
3. Average daily tardies will be 25 or less.
4. Average daily attendance will match or better the districts' average.

Positive Programs for Students

One hundred sixty students participated in the following clubs:

Music and Performing Arts Club
 Art Club
 Math Club
 Reader Theater club

Objective: Offer four or more clubs.

The objective was met

Parent Workshops

Parents attended a computer workshop, RIF Program Orientation, Reading Recovery, creative playtime, bicycle safety, and Title I Parent Orientation.

Objective: Four or more parent workshops will be offered.

The objective was met

2. Positive Climate (Continued)

Attendance and Tardies Data

1999-2000 Average Daily Tardies: 19.7

Objective: Average daily tardies will be 25 or less. The objective was met

1999-2000 Average Attendance Rate: 93.9%

Objective: The average daily attendance will match or better the District's 1999-2000 average of 94.8%.

The objective was not met

Three out of four objectives for providing a positive climate at Knapp School were met.

Activities Implemented To Provide a Positive Environment at Knapp School

- Home/school worker contacted homes by telephone, home visits, and letters.
- Daily phone calls made to homes of tardy or absent children.
- Stressed the importance of regular attendance to parents and provided incentives to students for good or improved attendance as well as regular punctuality.
- Sent all parents a copy of Racine Unified District's attendance regulations.
- Provided transportation when necessary to achieve student attendance.
- Contacted appropriate community agencies when intervention was deemed necessary in attendance and/or tardiness concerns.
- Honored students with perfect attendance quarterly.
- Honored students with perfect attendance for the entire year.
- Provided parenting classes to interested parents.
- Students who made Honor Roll were invited with their parents to a special breakfast and awards were given there.
- We continued having our Student of the Week and Student of the Year programs at all grade levels.
- Many staff members reward students on a weekly basis for showing positive behavior.
- Most students at Knapp receive some form of positive reinforcement for their good behavior.

3. Parent Involvement Data

<u>Parent Activities Implemented - Highlights</u>	
Special Person Day	Lunch with the Principal
Parent/Teacher Conference	P-5 Meetings
Open House	D.A.R.E. Graduation
P.T.A. Meetings/Events	Pizza Trip
Assemblies/Holiday Programs	R.I.F. Reading Program
Classroom Plays	
<u>Parent volunteers were active in:</u>	
Field Trips	Library Helpers
Classroom Helpers	P.T.A. Business/Fund Raisers
Health Helpers	Vision Helpers
Sports Night	Reader Listeners
Weekend with RUSD	

A list of parent activities and attendance is provided in Appendix D.

Parent Involvement in School Activities	1999-2000
Total attendance parent at school events/activities	3,550
Contacts - Phone Calls, Notes, Newsletters	61,249

The goal was to provide four or more opportunities which will involve parents in the education of their children. The objective was to reach a level of 3,000 of more parent participations during the 1999-2000 school year. The objective was met.

3. Parent Involvement Data (Continued)

Activities Implemented To Increase Parent Involvement:

- A P-5 newsletter was part of the P.T.A.'s monthly communication to all parents.
- Staff communicated with parents about positive student achievements.
- Opportunities were provided for parents to volunteer to help in the school and in the classroom.
- Parent materials were available in the school library and at the parent desk.
- A parent information meeting was held on the first day of school.
- Parents were recognized for their volunteer work in the school.
- Transportation to parent-teacher conferences was provided when necessary.
- Parental inservices were provided.
- Parent/child activity nights were conducted.

4. Staff Development

The objective was to provide staff inservice opportunities which directly support P-5 goals. Staff development activities were held in order to allow 100% of full-time staff participation in one or more inservice opportunities. Delayed start days were used for workshops and inservices. We had several staff members attend conferences and inservices. The total staff participated in four inservice opportunities. The goal was met.

A list of staff inservice activities is provided in Appendix D.

5. Corrective Actions

Instructional strategies to be undertaken for corrective actions:

1. All instructional staff will review and analyze diagnostic test data and the resulting information will be used to guide instruction when remediation is needed.
2. The classroom staff and computer instructor will work cooperatively to utilize the computer lab to enhance instruction in the aforementioned areas.
3. Classroom staff and supporting staff will utilize parent, REMAC, WINGS, mentors, Parkside students and RSVP volunteers to provide individual instruction to students as needed.
4. Increase and develop writing opportunities.
5. All other activities in the proposal will continue as stated.

WADEWITZ SCHOOL

GRADES K-5

WADEWITZ SCHOOL

P-5 PROGRAM

1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 639

Black - 30.0%

Hispanic - 20.2%

White - 48.8%

Other - 0.9%

Poverty Level: 57.3%

Average Daily Attendance: 94.3%

Mobility: 13.1%

Out-of-School Suspensions: 0.02%

III. UNIQUE PROGRAM FEATURES

- The grant funded 1 home/school worker, 1 in-school assistant, .5 project coordinator, enrichment clubs, computer software for classroom use, inservice training, parent involvement, instructional materials, computers, and work-shops.
- Videos explaining curriculum and expectations were created by the staff and circulated among classroom students.
- After-school enrichment clubs allowed students to pursue activities of interest.
- Home/school worker contacted parents to reduce tardiness and absenteeism.
- On-site inservice was provided on Claris Works software and integrating the computers into the curriculum.
- Parent workshops allowed parents to make learning activities and take activities with them.
- Supervised in-school suspension room was provided along with individual tutoring when needed.

* See Appendix G

IV. RESULTS

Wadewitz School

1. School Achievement Data

**WADEWITZ SCHOOL, 1999-2000 DATA
REPORTED BY PROPOSAL OBJECTIVES**

Wisconsin Reading Comprehension Test (Percents based on total enrollment.)
Grade 3 - 1999-2000

	<u>% Not Tested/ Alternative Test</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Wadewitz	11.6%	6.3%	16.8%	46.3%	18.9%	65.2%
State	6.0%	5.0%	12.0%	63.0%	15.0%	78.0%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category.

The objective was met

Writing Assessment - Portfolios

A major goal was to improve the writing of fourth and fifth graders by maintaining a writing portfolio of three samples for each student in grades 4 and 5. Improvement was evaluated with School-based and District writing tests. The baseline was the fourth grade June 1999 score. This baseline was used to determine if the average fifth grade score improved in June, 2000, on the District writing test.

<u>June, 1999 Class Yr 2007 Baseline Score</u>	<u>5% Greater Than Baseline</u>	<u>June, 2000 Class Yr 2007 Baseline Score</u>
2.73	2.87	2.88

Objective: Fifth graders will improve their average score by 5% on the Racine Unified School District writing prompt given in June, 2000.

The objective was met

Two of two achievement objectives was met.

IV. **RESULTS** (Continued)

Wadewitz School

2. **Classroom Behavior**

Objective: Wadewitz will reduce the 1998-99 number of blue slips by 10% for the 1999-2000 school year.

1998-99 Number of Blue Slips	10% of 1998-99 Blue Slips	1999-2000 Objective	1999-2000 Number of Blue Slips
486	48.6	437.4 (Less Than or equal to 437)	293

The objective was met

Activities Implemented to Decrease Blue Slips

- Student offenders were sent to the WITZ (Wadewitz Instructional Transition Zone) in-school suspension room.
- Parents were contacted when their child received a blue slip referral. Our home/school worker and counselor worked with students who misbehaved and their parents.
- A problem-solving process was implemented to encourage students to stop, think, and make good choices.
- Assertive discipline was used in the classroom.
- Teachers recognized students for improved behavior.
- Student improvement for academic performance was recognized with a society known as the Cool Cubs.

3. Attendance Rate

Objective: The K-5 attendance rate will equal or exceed the District's elementary attendance rate.

District	94.8%
Wadewitz	94.3%

The goal was not met.

Activities Implemented to Increase Attendance

- Communicate in advance what attendance rewards will be.
- Offer monthly attendance rewards of \$25.00 per month.
- Reward perfect attendance for the year at the Awards Assembly at Horlick and by public notice.
- Hold a drawing for a bicycle for students who had perfect attendance all year.

4. Parent Involvement Data

A major goal was to educate parents on techniques that will help their children learn via information sent home, kits, mini-courses, invitations to meetings, workshops, conferences and involvement activities. The type and total number of parent contacts were collected on a monthly basis from teachers.

Notes Home	Phone Calls	Friday Folder	Meeting	Parent Classroom Helper	Parent Classroom Visits	Total
11,056	491	3,126	668	321	2,015	16,620

Objective: The amount of parent contacts for 1999-2000 will exceed 16,000.

The parent contact goal was met. In addition to teacher reported parent contacts, lists of parent attendance at activities and inservices is provided in Appendix E, as well as number and type of parent contacts for 1999-2000.

5. Staff Development

This 1999-2000 goal was to emphasize training staff on the use of computers and the Internet. The objective was to give workshops to accomplish the goal. Workshops for Educators using computer technology were held for staff in 1999-2000 with a total attendance of 148. The goal was met.

In addition, staff attended a variety of curriculum and personal development workshops. A complete list of staff inservice and development activities is provided in Appendix E.

6. Corrective Actions

- Wadewitz School is instituting the district adopted guidance curriculum, Project Achieve and Second Step. These curricula are responsibility and behavior based.
- A counselor intern was hired through P-5 to conduct self-esteem and behavior management groups.
- Our home/school worker, counselor intern, and counselor are being more aggressive towards truancy and tardiness.

1957-1958

This year the school has been very successful in its work. The students have shown a great deal of interest in their studies and have made a great deal of progress. The school has also been very successful in its extracurricular activities.

WINSLOW SCHOOL

GRADES K-5

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WINSLOW SCHOOL

P-5 PROGRAM 1999-2000

I. NEED

To improve pupil academic achievement in basic subjects.

II. 1999-2000 DEMOGRAPHICS*

September Enrollment: 286

Black - 55.6% Hispanic - 11.5% White - 32.2% Other - 0.6%

Poverty Level: 86.3%

Average Daily Attendance: 92.8%

Mobility: 29.9%

Out-of-School Suspensions: 0.21%

III. UNIQUE PROGRAM FEATURES

- The grant funded .5 Coordinator, .5 Computer Specialist, 1 Home/School Worker, computers and software, instructional materials, field trips, and parent activities.
- Students, parent, REMAC, WINGS, and RSVP volunteers help individual students increase reading and language skills.
- Used integrated International curriculum to motivate students to read and do creative writing in the classroom as well as the computer lab.
- Provided after-school study hall.
- Incentive rewards for perfect and improved attendance.
- A Parent Center designed to educate and involve parents.

* See Appendix G

IV. RESULTS

Winslow School

1. School Achievement Data

**WINSLOW SCHOOL, 1999-2000 DATA
REPORTED BY PROPOSAL OBJECTIVES**

Mid-Year Diagnostic Reading (Mastery of 60% of the items correct)

	1998-99 Instructional/Mastery	1999-2000 Instructional/Mastery	Change From 1999 to 2000	Status In Meeting Goal
Grade 1	---	---	---	---
Grade 2	---	---	---	---
Grade 5	87.8%	66.7%	-21.1%	No

Objective: Increase percentage of students in grades 1, 2, and 5 scoring at the instructional/mastery level on the Mid-Year Diagnostic Reading Test from 1998-99 results.*

The objective was not met

*1999-2000 results were not available for grades 1 and 2.

Wisconsin Reading Comprehension Test (Percents based on total enrollment.)

Grade 3 - 1999-2000

	<u>% Not Tested</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Winslow	0.0%	4.7%	34.9%	53.5%	7.0%	60.5%
State	7.2%	4.0%	14.3%	47.3%	27.2%	74.5%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category.

The objective was met

IV. **RESULTS** (Continued)

Winslow School

1. **School Achievement Data** (Continued)

WSAS Reading Subtest - Grade 4 - 1999-2000 (Percents based on total enrollment.)

	<u>% Not Tested</u>	<u>% Minimal</u>	<u>% Basic</u>	<u>% Proficient</u>	<u>% Advanced</u>	<u>% Proficient plus Advanced</u>
Winslow	0%	19%	33%	47%	2%	49%
State	6%	5%	12%	63%	15%	78%

Objective: The percentage of students scoring in the proficient plus advanced categories will meet or exceed the State's percent of students scoring in the proficient level category.

The objective was not met

Mid-Year Diagnostic Math (Mastery at 60% of the items correct)

	1998-99 Instructional/Mastery	1999-2000 Instructional/Mastery	Change From 1999 to 2000	Status In Meeting Goal
Grade 1	100.0%	97.9%	-2.1%	No
Grade 2	97.4%	94.6%	-2.8%	No
Grade 3	71.1%	95.3%	+24.2%	Yes
Grade 4	---	---	---	---

Objective: Increase percentage of students scoring in grades 1-4 at the instructional/ mastery level on the Mid-Year Diagnostic Math Test from 1998-99 results.*

One of three objectives were met

* 1999-2000 results not available for grade 4.

Terra Nova Math Subtest - Grade 5

1998-99	50%
1999-00	52%

Objective: Increase the percentage of students scoring at or above the 50th percentile as compared to 1998-99.

The objective was met

IV. RESULTS (Continued)

Winslow School

1. School Achievement Data (Continued)

Writing Assessment - Non-Testing Objective

Rooms Included In Data Collection	Status In Meeting Goal
All in Grades K-5	Documented in Building By Staff

Objective: Maintain a writing portfolio of at least two samples for each student in grades K-5.

The objective was met

Overall, four achievement objectives out of eight were met.

2. Staff Development

The goal was to provide inservice for staff in the areas of math, reading, Early Childhood, and student assistance programs.

During the 1999-2000 school year, twelve staff members received inservice training in math, three staff members received inservice in Early Childhood/Primary programs, four staff members received inservice in student assistance programs, four staff members participated in Language Arts diagnostic feedback training, and ten staff members attended the P-5 conference.

The goal was met.

A complete list of staff inservice is provided in Appendix F.

3. **Attendance Data**

Percent of Student Attendance	1996-97	1997-98	1998-99	1999-2000
	93.6%	93.2%	93.6%	92.8%

The goal was to maintain the average school attendance at 93% or better. The goal was not met.

Activities Implemented to Improve Attendance

- The home/school worker working with the social worker/counselor will monitor attendance, and maintain close home contact with habitual absentees and tardiness via phone calls and letters.
- The home/school worker working with the social worker/counselor will work with truant students and their parents.
- Teachers will provide a list of those with perfect attendance each quarter.
- The home/school worker will facilitate a program to recognize those with improved attendance by posting a chart of those students with perfect attendance outside of each homeroom.
- The school will provide certificates for perfect attendance.
- The names of those with perfect attendance will be published in the newsletter.
- The home/school worker will contact the parents of students that show improvement in attendance and tardiness.
- Two clubs, the math club and the recorder club, were provided for students.

4. Parent Involvement Data

Parent Involvement in School Activities and Home/School Communications	1997-98	1998-99	1999-2000
Total attendance of parents at school (events/activities, workshops, helpers)	4,613	1,578	1,921
Home/School Communications from Teachers (Phone Calls, Notes, Personal Contacts)	20,312	18,513	30,184

The goals were:

1. To have over 2,500 parents attend/participate in activities at school
2. To provide at least 10,000 communications to parents from teachers.

One of two objectives was met

<u>Parent Activities Implemented - Highlights</u>	
Open House	Make It/Take It
Christmas Program	Bingo Game
Pumpkin Carving	Family Nights
DARE Graduation	Plays
Science Fair	Awards
<u>Parent volunteers were active in:</u>	
Classroom Helpers	Field Trips
Christmas Program	Picture Day
Neighborhood Cleanup	

A list of parent activities, attendance, and home/school communication is provided in Appendix F.

Activities Implemented to Increase Parent Involvement

- Promote parental involvement in school functions, such as Open House, Conferences, Art Shows, Family Nights, Field Day, and PTA.
- Provide opportunities for parents to learn about their child's curriculum.
- Encourage parents serving as tutors in the classroom and after-school study hall.
- Involve parents and grandparents in the classroom during Special Persons Day.
- Provide release time as needed for teachers to meet parents.
- Prepare and send a survey questionnaire asking parents to indicate in which areas they would be willing to volunteer at school, then implement a follow-up procedure.
- Help parents feel that they are welcome at school.
- Support a semi-annual Family Nights.
- Encourage parents to assist students with math basic facts, sight words, and flash cards.
- Promote positive notes/calls home.
- A Parent Center which promotes and encourages parents to read informational pamphlets and create student-oriented materials.

5. Corrective Actions

Instructional strategies to be undertaken for corrective actions:

1. All instructional staff will review and analyze diagnostic test data and the resulting information will be used to guide instruction when remediation is needed.
2. Students who scored at the Minimal proficiency level on the Wisconsin Reading Comprehension Test will be considered as possible candidates for remedial reading services.
3. The classroom staff and computer instructor will work cooperatively to utilize the computer lab to enhance instruction in the aforementioned areas.
4. Classroom staff and supporting staff will utilize parent, REMAC and WINGS mentors, and St. Catherine's volunteers to provide individual instruction to students as needed.
5. Classroom instructors will utilize the samples in the students' portfolios to reassess and re-evaluate their individual problems and then concentrate on those areas.
6. All other activities in the proposal will continue as stated.

DEMOGRAPHIC ANALYSES ADDRESSING BUSING COMPONENT

INTRODUCTION AND SUMMARY

This section of the report contains additional analysis of the P-5 school populations. Detailed work was done to study the grades K-5 population of each school. Each student's school attendance file was reviewed to determine his/her school/schools of attendance for the 1999-2000 school year. Each school population was then grouped according to the two participation categories - all year or partial year. A student was designated as "all year" if he/she was enrolled 300 or more half days (150 for Kindergarten students). Over 80% of the students in the six P-5 schools spent the whole year at the same school (defined as P-5 All Year), with variation between schools. All other students who were enrolled in any of the P-5 schools for two or more weeks (twenty half days) were also documented. Overall, 2,933 students were included in this documentation. Table I provides this documentation. A more detailed breakdown of each school's population is provided in Tables II-VII. In these tables (one for each school), data are reported by grade level.

Another targeting activity of the P-5 program is to bus students back to the school of attendance when a student moves and would normally attend a different District school. Table VIII reports information on the 113 students bused back to the P-5 school of attendance during the 1999-2000 school year. Eighty-seven of the 113 (about 77%) were able to spend the entire year in one school as a result of this busing. The others were partial year P-5 participants. Table IX reports this population by school/grade level. The emphasis was to bus back students in the lower grade levels and the table points out the fact that more kindergarten and first grade students were bused back than any other grade level.

TABLE I
P-5 SCHOOL POPULATION FOR GRADES K-5
REPORTED BY SCHOOL AND BY PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	School of Attendance					Total	
	Jerstad-Agerholm	Goodland	Janes	Knapp	Wadewitz		Winslow
P-5 All Year	407	371	350	514	532	235	2,409
Percent of Grand Total	13.88	12.65	11.93	17.52	18.14	8.01	82.13
Percent of All Year Total	16.89	15.40	14.53	21.34	22.08	9.76	
Percent of School Total	83.40	79.61	81.78	82.64	88.08	72.31	
P-5 Partial Year	81	95	78	108	72	90	524
Percent of Grand Total	2.76	3.24	2.66	3.68	2.45	3.07	17.87
Percent of Partial Year	15.46	18.13	14.89	20.61	13.74	17.18	
Percent of School Total	16.60	20.39	18.22	17.36	11.92	27.69	
TOTAL	488	466	428	622	604	325	2,933
Percent of Grand Total	16.64	15.89	14.59	21.21	20.59	11.08	100.00

TABLE II
JERSTAD-AGERHOLM SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level							Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K		
P-5 All Year	73	64	69	66	68	67	407	
Percent of School Total	14.96	13.11	14.14	13.52	13.93	13.73	83.40	
Percent of all Year	17.94	15.72	16.95	16.22	16.71	16.46		
Percent of Grade	90.12	79.01	85.19	78.57	85.00	82.72		
P-5 Partial Year	8	17	12	18	12	14	81	
Percent of School Total	1.64	3.48	2.46	3.69	2.46	2.87	16.6	
Percent of Partial Year	9.88	20.99	14.81	22.22	14.81	17.28		
Percent of Grade	9.88	20.99	14.81	21.43	15.00	17.28		
TOTAL	81	81	81	84	80	81	488	
Percent of School Total	16.60	16.60	16.60	17.21	16.39	16.60	100.00	

TABLE III
GOODLAND SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level							Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K		
P-5 All Year	50	62	64	65	61	69	371	
Percent of School Total	10.73	13.30	13.73	13.95	13.09	14.81	79.61	
Percent of All Year Total	13.48	16.71	17.25	17.52	16.44	18.60		
Percent of Grade	84.75	79.49	86.49	81.25	74.39	74.19		
P-5 Partial Year	9	16	10	15	21	24	95	
Percent of School Total	1.93	3.43	2.15	3.22	4.51	5.15	20.93	
Percent of Partial Year	9.47	16.84	10.53	15.79	22.11	25.26		
Percent of Grade	15.25	20.51	13.51	18.75	25.61	25.81		
TOTAL	59	78	74	80	82	93	466	
Percent of School Total	12.66	16.74	15.88	17.17	17.60	19.99	100.00	

TABLE IV
JANES SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level							Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K		
P-5 All Year	55	56	60	55	56	68	350	
Percent of School Total	12.85	13.08	14.02	12.85	13.08	15.89	81.78	
Percent of All Year Total	15.71	16.00	17.14	15.71	16.00	19.43		
Percent of Grade	93.22	86.15	89.55	71.43	75.68	79.07		
P-5 Partial Year	4	9	7	22	18	18	78	
Percent of School Total	0.93	2.10	1.64	5.14	4.21	4.21	18.22	
Percent of Partial Year	5.13	11.54	8.97	28.21	23.08	23.08		
Percent of Grade	6.78	13.85	10.45	28.57	24.32	20.93		
TOTAL	59	65	67	77	74	86	428	
Percent of School Total	13.79	15.19	15.65	17.99	17.29	20.09	100.00	

TABLE V
KNAPP SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level										Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
P-5 All Year	88	98	81	90	90	67	514				
Percent of School Total	14.15	15.76	13.02	14.47	14.47	10.77	82.64				
Percent of All Year Total	17.12	19.07	15.76	17.51	17.51	13.04					
Percent of Grade	81.48	87.50	75.00	86.54	84.91	79.76					
P-5 Partial Year	20	14	27	14	16	17	108				
Percent of School Total	3.22	2.25	4.34	2.25	2.57	2.73	17.36				
Percent of Partial Year	18.52	12.96	25.00	12.96	14.81	15.74					
Percent of Grade	18.52	12.50	25.00	13.46	15.09	20.24					
TOTAL	108	112	108	104	106	84	622				
Percent of School Total	17.36	18.01	17.36	16.72	17.04	13.50	100.00				

TABLE VI
WADEWITZ SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level										Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
P-5 All Year	84	87	94	88	83	95	532				
Percent of School Total	14.07	14.40	15.56	14.57	13.74	15.73	88.08				
Percent of All Year Total	15.98	16.35	17.67	16.54	15.60	17.86					
Percent of Grade	80.95	89.69	94.00	88.89	85.57	89.62					
P-5 Partial Year	20	10	6	11	14	11	72				
Percent of School Total	3.31	1.66	0.99	1.82	2.32	1.82	11.92				
Percent of Partial Year	27.78	13.89	8.33	15.28	19.44	15.28					
Percent of Grade	19.05	10.31	6.00	11.11	14.43	10.38					
TOTAL	105	97	100	99	97	106	604				
Percent of School Total	17.38	16.06	16.56	16.39	16.06	17.55	100.00				

TABLE VII
WINSLOW SCHOOL P-5 POPULATION
COUNT AND PERCENT BY GRADE AND PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	Grade Level						Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K	
P-5 All Year	41	37	35	33	39	50	235
Percent of School Total	12.62	11.38	10.77	10.15	12.00	15.38	72.31
Percent of All Year Total	17.45	15.74	14.89	14.04	16.60	21.28	
Percent of Grade	74.55	75.51	68.63	71.74	66.10	76.92	
P-5 Partial Year	14	12	16	13	20	15	90
Percent of School Total	4.31	3.69	4.92	4.00	6.15	4.62	27.69
Percent of Partial Total	15.56	13.33	17.78	14.44	22.22	16.67	
Percent of Grade	25.45	24.49	31.37	28.26	33.90	23.08	
TOTAL	55	49	51	46	59	65	325
Percent of School Total	16.92	15.08	15.69	14.15	18.15	20.00	100.00

TABLE VIII
P-5 SCHOOL GRADES K-5 "BUSED BACK" POPULATION
REPORTED BY SCHOOL, BY PARTICIPATION CATEGORY
FOR 1999-2000

Participation Categories	School of Attendance					Total	
	Jerstad-Agerholm	Goodland	Janes	Knapp	Wadewitz		
P-5 All Year	3	34	0	23	15	12	87
Percent of Grand Total	2.65	30.09	0.00	20.35	13.27	10.69	76.99
Percent of All Year Total	3.45	39.08	0.00	26.44	17.24	13.79	
Percent of School Total	100.00	79.07	0.00	82.14	83.33	57.14	
P-5 Partial Year	0	9	0	5	3	9	26
Percent of Grand Total	0.00	7.96	0.00	4.42	2.65	7.96	23.01
Percent of Partial Year	0.00	34.62	0.00	19.23	11.54	34.62	
Percent of School Total	0.00	20.93	0.00	17.86	16.67	42.86	
TOTAL	3	43	0	28	18	21	113
Percent of Grand Total	2.65	38.05	0.00	24.78	15.93	18.58	100.00

TABLE IX
P-5 GRADES K-5 "BUSED BACK" POPULATION
REPORTED BY SCHOOL, BY GRADE
FOR 1999-2000

School of Attendance	Grade Level							Total
	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K		
Jerstad-Agerholm	0	0	0	0	2	1	3	
Percent of Grand Total	0.00	0.00	0.00	0.00	1.77	0.88	2.65	
Percent of School Total	0.00	0.00	0.00	0.00	66.67	3.33		
Percent of Grade Total	0.00	0.00	0.00	0.00	7.14	4.17		
Goodland	3	4	6	9	7	14	43	
Percent of Grand Total	2.65	3.54	5.31	7.96	6.19	12.39	38.05	
Percent of School Total	6.98	9.30	13.95	20.93	16.28	32.56		
Percent of Grade Total	25.00	33.33	33.33	47.37	25.00	58.33		
Janes	0	0	0	0	0	0	0	
Percent of Grand Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Percent of School Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Percent of Grade Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Knapp	2	4	5	3	9	5	28	
Percent of Grand Total	1.77	3.54	4.42	2.65	7.96	4.42	24.78	
Percent of School Total	7.14	14.29	17.86	10.71	32.14	17.86		
Percent of Grade Total	16.67	33.33	27.78	15.79	32.14	20.83		
Wadewitz	3	1	4	3	5	2	18	
Percent of Grand Total	2.65	0.88	3.54	2.65	4.42	1.77	15.93	
Percent of School Total	16.67	5.56	22.22	16.67	27.78	11.11		
Percent of Grade Total	25.00	8.33	22.22	15.79	17.86	8.33		
Winslow	4	3	3	4	5	2	21	
Percent of Grand Total	3.54	2.65	2.65	3.54	4.42	1.77	18.58	
Percent of School Total	19.05	14.29	14.29	19.05	23.81	9.52		
Percent of Grade Total	33.33	25.00	16.67	21.05	17.86	8.33		
TOTAL	12	12	13	19	23	24	113	
Percent of Grand Total	10.62	10.62	15.93	16.81	24.78	21.24	100.00	