

Centennial School District #12



ANNUAL REPORT

Curriculum, Instruction and Student Achievement

2008-09



About this report

The 2008-09 Annual Report on Curriculum, Instruction and Student Achievement has been prepared by the Centennial School District's Teaching and Learning staff in compliance with Minnesota Statute 120B.11.

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

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

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Curriculum Development 2008-09

In an effort to continuously respond to the needs of our students, the Centennial School District has adopted a four-year review cycle for examining all areas of curriculum and instruction. During each of these review cycles, teachers in the respective discipline(s) meet to examine student performance data; instructional research and trends; to identify student needs, update learner outcomes relative to the identified needs; and to identify instructional methods, strategies, and resources that will maximize student learning. During the 2008-09 school year, the focus areas were social studies, science, industrial technology, music, art, physical education and health.

Social Studies

A committee of elementary, middle and high school teachers met three times in 2008-09 to examine the alignment of current social studies outcomes and curriculum with Minnesota academic standards and across grade levels. This committee will reconvene in 2009-2010 to determine what changes may be necessary as a result of their realignment efforts.

Science

2008-09 marked the second year of curriculum review efforts in science. Committee members developed curriculum maps for each science course and ensured that district outcomes align with Minnesota Academic Standards in Science. Teachers worked to align science instruction across and between grade levels as part of the district's curricular articulation efforts. New elementary science curriculum by McMillan/McGraw-Hill has been proposed and selected teachers began piloting this curriculum in spring 2009. If adopted, this new curriculum will be implemented beginning in spring 2010.

Industrial Technology, Music, Art, Physical Education & Health

Representatives from each of these respective departments met three half-days during 2008-09 to review and update their current course outcomes and curriculum to ensure that it is aligned with state and/or national standards.

The district curriculum review process and schedule can be viewed at http://www.isd12.org/District_Curriculum/curriculum_review_development.htm

District Testing Program 2008-09

District testing information including, but not limited to, descriptions, calendar, purposes and results is available at

http://www.isd12.org/District_Curriculum/assessments/Cen_Assessments_1.htm.

Minnesota Comprehensive/GRAD Assessments

The Minnesota Comprehensive Assessments - Series II (MCA II) are the state reading and mathematics tests that meet the requirements of No Child Left Behind. These tests, administered in the Spring, are used to determine whether schools and districts have made adequate yearly progress (AYP) against the accountability standards established under No Child Left Behind. These tests were first administered to Minnesota students in 2006.

Embedded within the math and reading MCA II tests are Graduation-Required Assessments for Diploma (GRAD) questions. Though a part of the MCA II test, performance on these embedded questions is scored separately. To fulfill Minnesota's high school graduation requirement, students must show proficiency on the MCA II or "pass" the embedded GRAD assessment. Students must also pass a GRAD test in writing. If a student does not satisfy the graduation requirement for any of these assessments during the first administration, the student will have additional opportunities to retake the corresponding GRAD test(s). A student who does not pass the math GRAD (after 1st attempt) or reading or writing GRAD (after 2nd attempt) must participate in a remediation program approved by the district prior to retaking the test(s).

The math GRAD requirements changed during the 2009 legislative session. For more information regarding those changes, go to

http://children.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/GRAD/index.html

MCA II Assessment Results (Reading and Mathematics)

MCA – Series II Achievement Levels: READING Performance of All Students					MCA – Series II Achievement Levels: MATHEMATICS Performance of All Students			
Grade	Average Scale Score		Percent Proficient		Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State	Centennial	State	Centennial	State
3	367.0	363.3	82.8	78.3	362.0	359.7	87.1	82.1
4	462.4	457.7	84.6	74.5	462.0	457.5	86.2	74.8
5	562.2	556.9	85.0	72.2	562.0	554.7	80.2	65.4
6	658.2	656.1	78.2	72.6	655.0	653.6	70.5	63.8
7	756.4	754.2	72.1	64.8	756.8	753.1	72.0	62.6
8	858.3	854.2	76.9	66.8	858.2	852.0	75.4	59.7
10/11	1056.8	1056.7	82.0	74.2	1154.6	1144.6	61.3	41.6

MCA II Assessment Results (Science)

MCA II Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum. The Science MCA II is an online computer-based assessment. The assessment is interactive and allows students to simulate experiments and provide responses online.

MCA – Series II Achievement Levels: Science Performance of All Students				
Grade	Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State
5	551.2	547.1	60.4	45.0
8	850.0	847.2	53.3	42.6
High School	1050.9	1048.1	60.6	49.5

GRAD Assessment Results

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

Centennial	State
94.30%	89.58%

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

Centennial	State
86.26%	77.59%

GRAD in Math Passing Rates Grade 11 (first year of administration)

Centennial	State
76.75%	57.30%

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

Measures of Academic Progress (MAP) Testing

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

District average scores compared to national norms (2008-2009)

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

GRADE		READING		MATHEMATICS	
		Fall 08	Spring 09	Fall 08	Spring 09
2	District	175.1	194.3	182.2	199.7
	National	179.7	190.0	179.5	191.0
3	District	189.9	204.6	195.5	212.4
	National	191.6	200.0	192.1	203.0
4	District	203.5	212.4	212.4	224.4
	National	200.1	207.0	203.0	211.0
5	District	210.3	218.7	222.1	235.6
	National	206.7	212.0	211.7	220.0
6	District	215.7	208.3*	227.0	235.1
	National	211.6	216.0	218.3	225.0
7	District	220.7	197.4*	233.6	243.1
	National	215.4	219.0	224.1	230.0

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

GRADE	READING Average Fall to Spring Growth		MATH Average Fall to Spring Growth	
	Target	Centennial	Target	Centennial
2	14.2	19.5	13.1	17.7
3	9.4	13.5	10.5	16.0
4	6.2	8.8	8.7	12.1
5	4.7	8.3	6.9	13.7
6	5.6	5.8*	6.2	7.5
7	8.4	5.5*	5.3	8.6

* Only selected students were tested.

Systems Accountability Committee 2008-2009

Committee Information

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

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

2008-2009 Systems Accountability Members

Term expires 2009	Term expires 2010	Term expires 2011
Steve Hagan, Golden Staff	Rick Woodrow, Middle School Staff	Suzy Guthmueller, School Board
Renee Dietz, Early Childhood Staff	Carrie Leisch, Centerville Staff	Maxine Peterson, CHS Staff
Tom Breuning, Senior High Principal	Mary Ann Marietta, CALC Staff	Casey Molitor, Cent. Elem. Staff
Marsha Rusco, Centerville Parent	Amy Homicke, Blue Heron Staff	Jerry Meschke, CMS Principal
Janet Schmidt, Community	Rotating Elementary Principal	Jim Ferreira, Golden Lake Parent
Christina Wilson, School Board	Kim Pawlak, Community	Robert Elsenpeter, ECFE Parent
Lyle Koski, Title Coordinator	Monica McDonald, Rice Lake Parent	Kate Cassidy, Community
Carolyn Ruhnow, Rice Lake Staff	Shanna McLaughlin, CHS Parent	Kris Fredrick, Blue Heron Parent
Morgan Lavandowska, Student	Ann Summerfield, Cent. Elem. Parent	Debbie Rogan, Community
Alex Jaye, Student	Michele Erding, CMS Parent	Jim Nienow, Special Educ. Staff
Catherine Bledsoe, Student	Kim Pawlak, Community	Patricia Christiansen, Gifted Services

Scott Johnson, Curriculum Coordinator, ex officio

Residents give district top grades

Originally published in *The Observer*, February/March 2009

Residents are pleased with the operations of the Centennial School District according to a survey conducted by the Center for Community Opinion. The scientific survey of the adult population of the district's five communities gathered opinions about the district from a randomly-selected sample of 402 residents. The telephone interviews were conducted in early October, 2008 (during a period of economic crises and/or downturn characterized by mortgage failures, stock market drops, and corporate failures).

Conclusions:

- Overall perception of the district is very good.
- The district receives high marks for its financial management.
- Nearly 70 percent feel the district has kept its promise regarding the operating referendum.
- A large majority feel very well informed or somewhat informed about the district.

Results:

- What grade would you give the Centennial School District? Nearly 93 percent gave the district a passing grade, with 54.5 percent giving the district a B and 25.1 percent giving the district an A.
- How would you rate the district's financial management? Nearly 80 percent rated the district average or above average, with 46.5 percent rating the district average and 24.1 percent above average.
- Does the Centennial School District spend tax dollars wisely? Over 77 percent believe the district does an average to excellent job of spending tax dollars wisely, with 43.8 percent rating the district average and 23.6 percent above average.
- How would you rate the district's teaching staff? Ninety-three percent rated the teaching staff at average or better, with 45.3 percent rating teachers at above average and 27.1 percent at average.
- How would you rate the job performance of the Superintendent and Administration? Eighty-four percent rated the superintendent and administration average or above, with 44 percent giving the board an average rating and 31 percent above average.
- How would you rate the job performance of the Centennial School Board? Over 85 percent rated the board average or above average with 49.8 percent giving an average rating and 28.9 percent above average.
- Over 74 percent agreed that classroom programs offered at Centennial are equal to or better than programs offered in neighboring districts.
- Over 69 percent agreed the district kept its promise related to the 2005 operating referendum of adding teachers and reducing class sizes.
- How informed are you about what's going on in the district? Seventy-three percent feel somewhat or very well informed, with 45.8 percent somewhat informed and 27.1 percent very well informed.
- Source of information for respondents included:
 - The district newsletter, *The Observer*, is a major source of information for 65.5 percent and minor for 31 percent.
 - Quad Community Press is a major source for 38.4 percent and minor for 47 percent.
 - The building principal's newsletter is a major source for 36.9 percent and minor for 34.8 percent.

- The Centennial School District web site (www.isd12.org) is a major source for 23.9 percent and minor for 40.1 percent.
- District employees are a major source for 21.2 percent and minor for 39.1 percent.

Tie to the next referendum:

Surveys like this are done to determine public opinion of and support for the district, and also to gauge support for a future referendums. Since the school district's current operating referendum runs out in July, 2010 (for the 2010-11 school year), the Centennial School Board will be considering asking voters for a levy renewal as early as Nov. 2009.

The survey revealed that 59.7 percent of respondents favored renewal while 35.6 percent opposed. The figures change a bit when asking about renewal and increase to 55.2 percent in favor and 41 percent in opposition.

The Superintendent and Centennial School Board will consider conducting another survey in the spring.

Demographics: The demographics of those who were interviewed were designed to match the voter registry of the district:

- 46.5 percent were males
- 53.5 percent were females
- Age ranges were in six groups from 18 to over 65. The largest group was ages 45-54 at 35.8 percent. The second largest was ages 35-44 at 23.9 percent.
- Non-parents made up 60.9 percent of those interviewed and 39.1 percent were parents.

Curriculum and Instruction Goals 2008-2009

The following district curriculum and instruction goals were established for the 2008-2009 school year. They were produced in response to needs indicated by student performance data, surveys, and communications with multiple stakeholders. While focusing on curriculum, instruction, and student achievement relative to Minnesota's Academic Standards, these goals serve as the cornerstone for annual building-level staff development planning.

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

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

The upcoming pages provide a summary of each school's SIP for 2008-09, including goals, action strategies and progress made relative to each.

Early Childhood/Family Education 2008-09 Goals

Goal 1: To enhance the overall development of children through exploration, play and community activities.

Objective: To offer new opportunities for children age's birth through five to be engaged in the learning process with their families and their peers.

Action Strategies:

- To offer an array of service/program options to meet family's needs
- To encourage staff to explore new areas of interest or visit new programs to meet the unique developmental needs of children
- To increase opportunities for parent involvement in all areas of programming.
- To continue Q comp building objective with the goal of enhancing Social-Emotional Development in our children

Progress:

- Several new "specials" were added to family education schedule; home visiting programs to child care providers was expanded; fewer families were put on waiting lists for classes;; Encourage staff to explore new areas of interest or visit new programs
- Entire ECSE staff attended International Division of Early Childhood Conference in Minneapolis in the fall of 2008 and each staff person shared what they learned at our conference day in November
- Last year we developed a new parent involvement form which will be implemented this year. 0-2 staff provided support to their students who attended ECFE classes to assist parents in participating in the class. ECFE Toddler teacher attended 0-3 child study meetings to get support and share data on student progress
- A new CACS goal of increasing early literacy was adopted for 2009 so this was not a focus of our staff development efforts in 2008-2009

Goal 2: To enhance educational opportunities for inclusion of children with special needs ages 3-5 years.

Objective: To increase and enhance our current collaborative relationships between ECFE/ECSE/Community Preschool Programs

Action Strategies:

- To continue to enhance the successful programming for inclusion of children with special needs in to two community programs, as well as family education classes
- To increase supports for children with Autism in ECFE and Community settings
- Invite Community Preschool staff to some relevant workshop opportunities

Progress:

- 90% of ECSE children over age 3 were integrated into FE classes or community preschools. A new inclusion site was initiated with students attending the Kids Club Preschool Program 2 days per week
- Kids club staff and Noah's ark staff attended several workshops held here at early childhood on the topics of autism, working with challenging families and curriculum development

Goal 3: To enhance staff and community Diversity awareness.

Objective: Increase knowledge base of Early Childhood Staff regarding parenting practices in a variety of cultures including the culture of poverty.

Action Strategies:

- Identify parents with a variety of cultural backgrounds to address the EC staff in a round table discussion
- Team Lead will discuss SE diversity in FE parenting classes in early fall

Progress: This goal was accomplished in January of 2008. The team lead discussed reason for integration and diversity among our students to FE parenting classes.

Goal 4: Investigate the possible use of a standard Curriculum in the Early Childhood Programs

Objective: To increase skills of children involved in Early Childhood Programs to better prepare them for kindergarten.

Action Strategies:

- Invite District curriculum staff to share EC versions of curriculum that is being used for literacy in our district
- Research alternative curriculum that might be appropriate for Early Childhood

Progress:

- Kari Ross presented a workshop on Early Literacy to ECFE and ECSE staff in January of 2009
- Several ECFE staff went to a seminar on "The Four C's of Curriculum" and will share information with staff on Tuesday, September 8th on our staff sharing day. We will discuss implementing a center-wide monthly theme approach

Blue Heron Elementary's 2008-09 Goals

GOAL 1: Improved Student Achievement in Reading

Objective 1.1: By April, 2009, 100% of kindergarten students at BHE will know 70% of the high frequency words.

Action Strategies:

- Guided Reading, journal writing, games, small group practice and instruction, lessons from language arts curriculum

Progress: 100% of kindergarten students met the goal.

Objective 1.2: Seventy-five percent of 1st graders will read 80 or more words from the established high frequency word list.

Action Strategies:

- Games- Go Fish, memory/watch, individual sight word books, sight word bingo, Treasures and Triumphs curriculum

Progress: Ninety-Six percent of first grade students met this goal according to the spring assessment.

Objective 1.3: Second graders will increase the number of students who score a 90% or higher on the second grade high frequency word list from 73% in the fall to 90% in the spring.

Action Strategies:

- Flash cards, sentence strips, games, paraprofessional support, word work- word journals, flip chart work station, reader's response, SMARTBoard lessons-engage

Progress: Ninety-six percent of 2nd graders scored 90% or higher on High Frequency List.

Objective 1.4: Third graders will increase the Average Mean RIT score for Word Recognition by 3% as determined by comparing grade 3 fall 2008 and spring 2009 NWEA MAP performance.

Action Strategies:

- Vocabulary on weekly assessment, small group/guided reading work with vocabulary words, SMARTBoard games highlighting vocabulary, leveled readers - vocabulary in large group, high-frequency words used in games and spelling lists, writing activities - encouraging use of new vocabulary, word sorts, flip chart activities, CERF/Title/Reading Lab

Progress: Students at BHE grew 4.49% in this area.

Objective 1.5: Fourth graders will increase the Ave. Mean RIT score for Word Recognition by 3% as determined by comparing Grade 4 fall 2008 and spring 2009 NWEA MAP Performance.

Action Strategies:

- Treasures, weekly practice, vocabulary games, SMARTBoard activities

Progress: Students at BHE grew 4.49% in this area.

Objective 1.6: Fifth graders will increase the Ave. Mean RIT score for Word Recognition by 3% as determined by comparing Grade 5 fall 2008 and spring 2009 NWEA MAP Performance.

Action Strategies:

- Treasures, weekly practice, through spelling, grammar, stories

Progress: Students at BHE grew 4.49% in this area.

GOAL 2: Improve Student Achievement in Mathematics

Objective 1.1: Eighty percent of Kindergarten students at BHE will be able to combine sets of objects up to 6 and write a number model.

Action Strategies:

- EM curriculum, EM games, multiplication/division practice, flashcards, triangle cards, takes home activities

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.2: Eighty-five percent of first graders will score 90% on the first grade computation assessment.

Action Strategies:

- EM lessons, EM games, Dell lab using Lablinks, paraprofessional support

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.3: BHE 2nd grader will increase percentage of students from 64% scoring in the average or above in the patterns, functions and algebra strand to 75% as measured by the spring 2010 NWEA MAP.

Action Strategies:

- EM games focusing on money, math boxes- function machine, counting by 2's, 5's, 10's, number stories, fact families

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.4: By May 2010, 70% or more of BHE third graders will score in the “meets” range on the district subtraction fact fluency assessment.

Action Strategies:

- EM math games, flash cards, communicate with families, math checks - weekly or monthly, parent volunteers, paraprofessional support, Title math support, math boxes

Progress: This is a multiple year goal. Progress will be assessed in May 2010.

Objective 1.5: By the spring of 2010, 83% or greater of 4th graders will pass the same test, attaining 100% accuracy in 3 minutes.

Action Strategies:

- EM games, flash card practice, partner practice, computation practice sheets

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.6: By the spring of 2010 80% of 5th graders will meet the grade level standard of multiplication/division (100% accuracy in 5 minutes or less for basic facts)

Action Strategies:

- EM curriculum, EM games, multiplication/division practice, flashcards, triangle cards, takes home activities

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.7: At least 25% of BHE fifth graders will score at least 50% on a post-test of the ten Dewey Decimal categories given in the spring.

Action Strategies:

- EM curriculum, EM games, multiplication/division practice, flashcards, triangle cards, takes home activities

Progress: Twenty-one percent of fifth grade students scored at least 50%.

Objective 1.8: All members of the special education team will examine the math portion of the MCA II's in order to determine at least 5 strategies to emphasize when preparing SP. ED students for the MCA II's.

Action Strategies:

- Review sample MCA tests to know what questions are on it, examine common language of MCA test and EM, examine supplemental resources offered by EM, explore various tools that students can use on tests

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

GOAL 3: Increase Knowledge of SMARTBoard Use

Objective 1.1: By the spring of 2010 100% of the SMARTBOARD users will be in the intermediate or advanced level with SMARTBOARD hardware and software.

Action Strategies:

- Provide SMARTBoard trainings monthly for beginner and experienced SMARTBoard users, work with teachers on an individual basis to develop SMARTBoard skills as needed, communicate opportunities for Staff Development to staff in regards to SMARTBoards

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.2: PE teacher will increase her knowledge and understanding of technology concepts that relate to PE.

Action Strategies:

- Read monthly newsletter *Using Technology in PE*, discuss and dialogue with other elementary PE teacher on how to implement technology into classes, research possible new fitness programs that could be used on computers or PDA's

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Objective 1.3: By the spring of 2010, the music teacher will increase her proficiency with the SMARTBoard from a beginner level to an intermediate or advanced level. This will be measured by the rubric provided by the technology coordinator

Action Strategies:

- Attend monthly SMARTBoard building trainings and attend TIES SMARTBoard training

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

GOAL 4: DECREASE BEHAVIORAL REFERRALS

Stated Goal: By the spring of 2010, the number of referrals to the office will decrease by 10% from the 2007-08 school year.

Action Strategies:

- Continue to focus on Social Skills program - all teachers K-5 will have common language and expectations for students, implement new Playground Buddy

program. Fourth and fifth grade students will be outside during 1st and 2nd grade recess to assist with conflict management

Progress: This is a multiple year goal. Progress will be assessed in spring 2010.

Centennial Elementary's 2008-09 Goals

Goal 1: Improve Student Achievement in Math

Students' typical Mean Overall Math RIT growth fall to spring will meet or exceed RIT Growth targets.

Action Strategies:

- Utilize Everyday Math in Grades K- 5
- Kindergarten will work on number identification from 0-30
- First grade will practice skip-counting by 2's, 5's and 10's to develop number sense skills
- SMART Goal: by spring 2009, 100% of 1st grade students will count by 10's to 120, 5's to 120, and 2's to 30
- Second grade will improve student achievement on problem solving strategies by solving daily word problems
- Third grade will utilize basic fact tests as prescribed by District Common Assessments, as well as incorporate SMART Board activities and games to increase interaction in learning math facts and concepts
- Fourth grade students will solve up to four computation problems per day which focus on addition, subtraction, multiplication and division. Students will also round whole numbers, work on fractions, mixed numbers, decimals and percents. Select 4th grade students will use FASTT Math to increase math fact fluency
- Fifth grade students will solve up to four computation problems per day which focus on addition, subtraction, multiplication and division. Students will also round whole numbers, work on fractions, mixed numbers, decimals and percents. Select 5th grade students will use FASTT Math to increase math fact fluency
- Title 1, CERF and Special Education will support students and teachers to reach individual IEP goals

Progress:

All grade levels exceeded their growth targets on the spring 2009 MAP Math tests.

	Target	Actual
2nd grade	13.4	18.5
3rd grade	10.6	14.8
4th grade	9.0	12.0
5th grade	6.9	18.1

Goal 2: Improve Student Achievement in Reading

Students' typical Mean Overall Math RIT growth fall to spring will meet or exceed RIT Growth targets.

Action Strategies:

- Kindergarten SMART Goal: by May 2009, 80% of kindergartners will read 15 or more high frequency word as measured by individual performance assessments
- First grade SMART Goal: by May 2009, 70% of 1st graders will read at an accuracy rate of 80% or higher when reading the words on the 3rd trimester word family assessment
- Second Grade SMART Goal: by May 2009, 2nd graders will correctly identify synonym word pairs in context with an increase in grade level average from 68% to 80% accuracy
- Third Grade SMART Goal: by May 2009, 70% of 3rd grade students will determine word meaning through an understanding of prefixes and suffixes with 80% accuracy
- Fourth Grade SMART Goal: by May 2009, 4th grade students' average RIT reading score will increase from 198.1 to 203.9
- Fifth Grade SMART Goal: by May 2009, 4th grade students' average RIT reading score will increase from 208.6 to 213.1
- Use MAP and MCA data to determine student achievement
- Implement McMillan McGraw Hill Treasures/Triumphs language arts curriculum
- Special Ed. and Title 1 Teachers will utilize the Triumphs curriculum
- CERF teachers will utilize guided reading materials, Reading A-Z books, and phonemic awareness materials
- Use Guided Reading
- Use Read Naturally materials
- Grade levels will meet regularly to discuss strategies
- As appropriate, teachers will utilize PALS instructional technique
- Continue using Reading Counts
- Kindergarten will focus on high frequency words
- First grade students will practice word-family words using games and supplemental materials
- Second grade students will fill out a home-reading-log each month
- 3rd grade students will use "Book It" monthly reading logs to keep track of their minutes read to improve fluency
- Third grade teachers will incorporate PALS instruction to improve student reading fluency
- Fourth grade teachers will use Treasures curriculum to improve reading skills
- Fifth grade teachers will use Treasures curriculum to improve reading skills
- Guided Reading: implement guided reading practices in all classrooms
- Professional Learning Communities (PLCs) will meet regularly to review data, discuss curriculum and assessments, and discuss interventions to assist learners who are struggling or highly exceeding expectations

Progress:

All grade levels exceeded their growth targets on the spring 2009 MAP Reading tests.

	Target	Actual
2nd grade	14.5	18.8
3rd grade	9.8	13.8
4th grade	6.8	12.0
5th grade	4.7	11.1

- CTE teachers are applying guided reading strategies with their students
- Gr. K-5 teachers formally met at least weekly during the year to review data, discuss curriculum and assessments, and discuss interventions to assist learners who are struggling or highly exceeding expectations
- Gr. K-5 teachers formally met an average of 5 times during the 2008-09 school year to discuss strategies in order to refine and improve reading instruction and student comprehension
- Nine teachers are currently trained and are using PALS.(Peer Assisted Learning Strategies) methods of reading instruction with their students
- Students are motivated to participate in the Reading Counts process of reading books, taking comprehension quizzes and monitoring their score

Goal 3: Foster appropriate student behavior through the use of Responsive Classroom, Peaceful Playground and Love & Logic

- All teachers will receive in-house Responsive Classroom, and Love and Logic training, and some will have extensive training. Students’ feelings about school and subsequent behavior will reflect a positive response to RC practices
- All teachers will continue to implement Morning Meeting, Rules & Logical Consequences, and Guided Discovery throughout the school year. Students’ feelings about school and their subsequent behavior will reflect a positive response to RC practices
- A review of our student management philosophies and techniques will be provided
- All training fees will be paid out of Staff Development dollars or grants

Action Strategies:

- All classrooms will conduct morning meetings (first thing in the day or whenever possible during the day).
- RC techniques may be discussed at PLC meetings.
- Paraprofessionals will be provided with RC information and general training
- If they haven’t had training or would like more training, staff may attend “Love and Logic” techniques that correspond to RC Rules and Logical Consequences.
- Kindergarten teachers will create interactive messages to support news and announcement portion of RC.
- First grade teachers will continue to implement “Take a Break” and the Buddy Room; they will also role-play desired student behaviors and discuss/use logical consequences
- Second grade teachers will utilize RC Buddy Teacher technique if a student loses the privilege of being in the classroom due to continuous disruptions

- Third grade teachers will use RC techniques for chosen teacher language, class meetings, and notes to parents in newsletters
- Kate Foley, Social Worker, will discuss bullying and rumors with 4th and 5th grade students (what does it look like, feel like, and how can we make it stop?)
- Each 4th and 5th grade classroom room does a variation of child-centered expectation setting and rule making
- Fifth grade students participate in an annual Kindness Retreat to reinforce the classroom and school-wide expectations regarding treatment of each other, self-confidence, and general behavior
- Special Education teachers will utilize visual reinforcements such as reward charts and picture schedules to assist children in reaching their goals.
- Title 1 and CERF teachers will use RC vocabulary including “what’s your job?” and “who can show me how to...?” They will also continue to incorporate components of morning meeting, messages, modeling, and logical consequences
- Morning meetings (or “community meetings) in all classrooms.
- RC may be discussed at PLC meetings to discuss strategies and provide support
- Paraprofessionals will be provided with RC information and general training

Progress:

- All teachers are conducting Morning Meeting at least 4 days per week. A tone for respectful learning and trust is established. Children are motivated to feel a sense of significance and belonging, and merges social, emotional and intellectual
- Opportunities to discuss RC at PLC meetings have been provided throughout the school year
- Paraprofessionals have been provided with RC information and general training has been provided

Centerville Elementary’s 2008-09 Goals

Goal 1: Improve Math Number Sense and Computation

Ten percent of Centerville’s Grade 2-5 population will show goal range improvement as indicated by the spring 2008 NWEA MAP.

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

Action Strategies:

- Each grade level/specialist PLC will develop a SMART Goal to improve number sense and computation

- Identify clusters of students for math in grades 2-5 and adjust teaching practices to meet the specific needs of the clusters
- Share SMART goals, tools and practices at staff development workshops
- Continue to implement 2007 Everyday Math curriculum modifications

Progress:

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

Goal 2: Improve Reading: Word Recognition

Objective 1.1: Eighty percent of the class will read the ten kindergarten high frequency words by April 9, 2009.

Action Strategies:

- Demonstrate an understanding that clusters of letters create words
- Practice pointing out words in a printed sentence
- Demonstrate left to right movement in print
- Practice differentiating between shapes, letters, and numbers

Progress: Overall, 95% of the kindergartners this year were able to read the 10 high frequency words by April 9, 2009

Objective 1.2: Sixty-six percent of 1st grade students will master the 100 word Frye List for 1st grade by the end of the year.

Action Strategies:

- Teach Treasures vocabulary skills and strategies
- Create and use Vocabulary bingo
- Utilize CERF and small group setting to teach vocabulary skills/strategies

Progress: Eighty- seven out of 93 first graders mastered the 100 word Frye list for 1st grade at the end of the year, which equals 94% of the first graders.

Objective 1.3: Ten percent of all 2nd graders in quartile 1, 2, or 3 will advance to a higher quartile as indicated by spring 2009 MAP scores in the area of word recognition, analysis and vocabulary expansion.

Action Strategies:

- Teach MAP word of the week
- Teach vocabulary and comprehension skills from Treasures program
- Lead 30 minutes of oral reading using the guided reading curriculum

Progress: Seventy-five percent of all 2nd graders who were able to advance to a higher quartile did so as indicated by the spring 2009 Map Scores in the area of word recognition, analysis and vocabulary expansion.

Objective 1.4: Non special education students will increase the average mean RIT score for word recognition by 3% as determined by comparing Grade 2 Spring MAP scores to Grade 3 Spring MAP scores.

Action Strategies:

- Practice reading skills in lab
- One-on-one fluency reading strategy
- Differentiate instructional reading groups

Progress: Average RIT went from 193-204.9. Increased 6% for the entire grade level in word recognition.

Objective 1.5: Ten percent of the fourth grade students will show goal rank improvement in word recognition/analysis/vocabulary expansion as indicated by spring 2009 MAP when compared to the same indicators from the spring 2008 MAP.

Action Strategies:

- Teach vocabulary words, strategies, and skills through Treasures program
- Practice sorting words
- Strengthen vocabulary skills and strategies through vocabulary journals
- Use word games to support vocabulary development
- Lead prefix/suffix Fridays

Progress: There were 57 students who were able to improve their goal rank in the area of word recognition/analysis/vocabulary. Of those 57 students, 27 increased their goal rank, which equals 47% of the students.

Objective 1.6: Fifth graders will increase the average mean RIT score for word recognition by 3% as determined by comparing Grades 2-5 fall 2008 and spring 2009 MAP performance using Treasures curriculum direct strategies.

Action Strategies:

- Teach vocabulary words, strategies, and skills through Treasures program
- Practice sorting/meaning of words
- Practice oral reading fluency
- Progress: Overall, 95% of the kindergartners this year were able to read the 10 high frequency words by April 9, 2009

Progress: Overall, Centerville was at 209.43 in fall 2008 and increased to 216.58 in spring 2009. A comparison of average mean RIT scores for word recognition in fall 2008 (213.9) and spring 2009 (220.2), reflects an increase of 6.3 points.

Objective 1.7: Ten percent of second, third, and fourth grade ESL students in quartile 1, 2, or 3 will advance to a higher quartile as indicated by spring 2009 MAP scores in the area of Word Recognition, Analysis and Vocabulary Expansion.

Action Strategies:

- Explicit vocabulary instruction from the Treasures curriculum
- Integrated vocabulary practice in speaking, listening, reading, and writing
- Practice oral reading fluency

Progress: Fifty percent of the Gr.2-4 ESL students moved to a higher quartile in the area of word recognition.

Objective 1.8: Grade 3-5 students at Centerville Elementary will improve by at least 3% in Word Recognition as measured by NWEA MAP. This growth will be determined by comparing the spring 2009 Mean RIT Performance in Word Recognition against the 5-year average Spring Mean RIT in Word Recognition. A 3% improvement translates into a Spring Mean RIT score of 209.43 or above.

Action Strategies:

- Cindi Runa-Hencley will work on conceptual vocabulary within story problems to increase comprehension appropriate for her case-load
- Kristin Marshall and Kristin Otremba will work with a targeted group of at-risk non-special education and non-ESL students in third grade in a “reading camp” format to address concern areas such as test anxiety, test taking skills, specific reading skills, etc
- Kristen Fleming and Nicole Vaughn will work on word recognition analysis and vocabulary expansion through increased instruction on phonetic analysis, root words, antonyms and synonyms appropriate for their case-loads
- Heidi Gormanson will work with 5th grade students on her caseload to increase comprehension and oral expression by using instructional materials in areas including; use of knowledge of root words, antonyms, synonyms, reading words using phonetic analysis; dividing words into syllables; using word patterns, and using context clues to understand new words

Progress: The average Mean RIT performance for Word Recognition for students in grades 3-5 from fall 2008 to spring 2009 improved from 207.04 to 213.27; this represents a 3.01% improvement.

A 3% improvement over the 5-year fall to spring growth average would have resulted in an average spring RIT score of 209.43; Centerville Elementary exceeded that score by 3.84 RIT points.

Goal 3: Improve Math: Computation and Number Sense

Objective 1.1: Twenty percent of students will show goal rank improvement on the 1st grade generated number sense and computation assessment.

Action Strategies:

- Students will work weekly on story problems in their journal
- Students will work weekly on number chart puzzles
- Students will participate in weekly addition/subtraction timed tests

Progress: Eighty-eight out of 90 students moved a quartile or more on the Centerville 1st grade generated number sense and computation assessment - 98%. 3 of our students were already in the high quartile on the fall assessment and could not move any higher. So the number of first graders who were able to make an improvement was lowered from 93 to 90.

Objective 1.2: At least 20% of all students will show goal rank improvement as indicated by spring 2009 MAP scores.

Action Strategies:

- Additional 15 minutes of math computation
- Implement small group to strengthen student understanding
- Provide Friday Fun in Mac Lab
- Practice skills

Progress: Based to the fall 2008 MAP results, 44 students were able to make a goal rank improvement in the area of computation and number sense. Of these 44 students, 29 increased their goal rank, which equals 66% of students.

Objective 1.3: 10% of non-special education students will show goal rank improvement as indicated by the spring 2009 MAP scores.

Action Strategies:

- Practice skills through timed tests
- Implement hands-on activities in small group setting
- Give additional practice

Progress: Thirty-six percent of 3rd grade students who were able improve their goal rank did so as indicated by spring 2009 MAP scores.

Objective 1.4: Ten percent of students will show goal rank improvement as indicated by spring 2009 MAP scores.

Action Strategies:

- Practice multiplication facts with incentive
- Review and practice through Mathematical Fridays

Progress: There were 36 students who were able to make a goal rank improvement in the area of computation and number sense according to the spring 2008 MAP scores. Of these 36 students, 26 increased their goal rank, which equals 72%.

Objective 1.5: At least 20% of all students will show goal rank improvement as indicated by spring 2009 NWEA MAP scores.

Action Strategies:

- Give an additional 15 minutes of math computation
- Media Specialist will teach Dewey Decimal system
- Quartile 1 students will receive additional computation support

Progress: Spring 2008 scores indicated that 30 kids would be able to move to the average or high range in computation and number sense. Of these 30 students, the following results were achieved:

- 12 students remained the same (40%)
- 17 students increased (57 %)
- 1 student decreased (3%)

Golden Lake Elementary's 2008-09 Goals

Goal 1: Improve Reading

Eighty percent of all Golden Lake students will be proficient in reading as measured by the 2009-2010 MCA II Assessments. In addition to the overall reading goal, students who receive free/reduced educational benefits, students who receive special education services and students of identified ethnic/racial groups will have a 2% increase in reading proficiency from the 2008 proficiency (see below), as measured by the 2010 MCA II Reading Assessments.

Free/Reduced Price	62% Proficient
Asian	90% Proficient
American Indian	75% Proficient
Hispanic	67% Proficient
Black	60% Proficient
Special Education	35% Proficient

Action Strategies:

- All School DEAR (Drop Everything and Read) two times per month for ten minutes from November - May. An all school announcement will indicate the DEAR time
- All School vocabulary word wall - High frequency, vocabulary, and curriculum referenced words will be placed throughout the building
- Reading buddies - grade levels will be partnered and participate in reading buddies 1 timer per month from December - May
- Student will have access to joke, riddle, knock-knock, and cartoon books during lunchtime in the cafeteria
- Vocabulary Word Wall in intermediate bathroom area

Progress: This is a multiple year goal. Final progress will be assessed in spring 2010. As of spring 2009, 72.04% of Golden Lake students were proficient in reading

as measured by the 2009 MCA II Assessment. As of spring 2009, none of the specified subgroups for this goal has achieved its 2010 proficiency target.

2009-10 Target	2008-09 Progress	
Free/Reduced Price	62% Proficient	50.81% Proficient
Asian	90% Proficient	60.00% Proficient
American Indian	75% Proficient	42.85% Proficient
Hispanic	67% Proficient	50.00% Proficient
Black	60% Proficient	44.92% Proficient
Special Education	35% Proficient	33.33% Proficient

Goal 2: Improve Word Recognition

Golden Lake Elementary will increase the Average Mean RIT score for Word Recognition by 3% over the five-year average as determined by comparing grade 3-5 fall 2008 and spring 2009 NWEA MAP performances.

Action Strategies:

- Grade level Professional Learning Communities (PLCs) will have a grade level goal that is connected to the building goal around word recognition. Grade levels will monitor and assess improvement in word recognition. MCA/MAP Camp will be created for grades 3-5 prior to MCA/MAP assessments

Progress: Based on the data from the spring 2009 NWEA Map tests for students in grades 3-5, Golden lake Elementary achieved its goal of increasing the average Mean RIT score for Word Recognition by 3% over the five year average as determined by comparing grades 3-5 fall 2008 and spring 2009 NWEA MAP performances.

The average Mean RIT performance for Word recognition for students in grades 23-5 from fall 2008 to spring 2009 improved from 194.90 to 205.90; this represents a 5.60% improvement. A 3% improvement over the 5 ear fall to spring growth average would have resulted in an average spring 2009 RIT score of 203.98; Golden Lake Elementary exceeded that score by 1.92 RIT points.

Rice Lake Elementary's 2008-09 Goals

Goal 1: Improve Word Recognition

Rice Lake Elementary will increase the Average Mean RIT score for Word Recognition by 3% over the five-year average as determined by comparing grade 3-5 fall 2008 and spring 2009 NWEA MAP performances.

Action Strategies:

- Each team will develop or use a word wall or vocabulary board that is reviewed with students weekly. This includes specialists and special education
- CERF students will spend an extra 15 minutes per week working on vocabulary words, root and base words, synonyms, antonyms and homophones

- Each classroom teacher will develop a set of vocabulary games, word sorts, or other activities to support student vocabulary

Progress:

The average Mean RIT performance for Word Recognition for students in grades 3-5 from fall 2008 to spring 2009 improved from 201.99 to 212.03; this represents a **4.97%** improvement. A 3% improvement over the 5-year fall to spring growth average would have resulted in an average spring 2009 RIT score of 210.33; Rice Lake Elementary exceeded that score by 1.70 RIT points

Centennial Middle School's 2008-09 Goals

Goal 1: Improve math, reading and science achievement in all grades as measured by the MCA II assessments.

Action Strategies:

- Develop Common Assessments
Common assessments will be developed for each course taught at Centennial Middle School. These assessments will be used for tracing student growth and encouraging discussion among department members in the techniques of improving student achievement.

Progress:

The percentage of students not making adequate yearly progress (AYP) in 2007-08 and 2008-09:

Math	2007-08	2008-09
Grade 6	25.50	29.50
Grade 7	22.29	27.95
Grade 8	18.77	24.57
Reading		
Grade 6	25.80	21.77
Grade 7	22.61	27.86
Grade 8	16.24	23.09
Science		
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	54.78	46.73

Goal 2: Continue development of professional learning communities within Centennial Middle School to study student achievement

- Foundational to the success of students in the classroom is to encourage the development of professional learning communities of teachers who study data
- In 2007-08, 209 students partially met the standard in Reading on the MCA-II test

Action Strategies:

- All departments will discuss and agree upon what students need to know and develop common assessments of that knowledge through discussions and collaboration
- Students will improve achievement in word recognition and vocabulary as measured by a 2% increase in proficiency on the 2008 MCA-II Reading test. Using the 2008 MCA-II results as a baseline, the middle school will move 33 students from “partially Meeting AYP” to “Meeting AYP”

Progress:

- Eighteen of 21 departments are using assessment data to evaluate learning and instruction
- In 2008-09, 80 students moved from “Partially Meeting AYP” to “Meeting AYP”

Goal 3: Increase Parent/School Communication

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

Action Strategy:

- Increase participation of the middle school list serv to 65% of the parents in each grade level and parent portal for 60% of families

Progress: In 2008-09, 76% of parents signed up to receive information on the list serv (Cougar Communications) and 68% of parents registered to access their child’s grades using the parent portal.

Centennial High School’s 2008-09 Goals

Goal Area 1: Improve Student Performance in Mathematics

- Fifty-two percent or more of students will meet proficiency on the MCA II Math Assessment for 2008-09
- Nineteen percent of our students will score in the “exceeds the standard” range on the MCA II Math Assessment for 2008-09

Action Strategies:

- Continue to enhance and create vocabulary lists of topics on the MCA II and embed them throughout curriculum using a variety of best practice strategies. (PLC goal)
- After continued training on constructed response questions on the MCA II Math Assessment, the Math department will analyze the constructed response questions and how they are assessed
- Attend a Data Retreat to help with analyzing and organizing the comprehensive data on the MCA II Math sub strands
- Math teachers will continue to visit 11th grade homerooms one to two weeks prior and review for MCA II with an emphasis on test taking strategies

- The Math Department would like to be placed in 11th grade homerooms during the MCA II math test to insure that answer booklets are completed properly
- The Math Department will work with high school administration and the Department of Teaching & Learning to create a math brush-up course for targeted 11th grade students. This brush-up course will mainly target quadrant two students with some fringe quadrant one and three students
- The Math Department, along with high school administration and the Department of Teaching & Learning, will research various web-based math remediation programs. In conjunction with the web-based programs, the Math Department will develop a math skills class that aligns with the MCA II Math Assessment
- The Math Department will integrate technology into current curriculum including the use of graphing calculators at all levels and the use of SMARTBoard technology. They will continue to explore various forms of technology delivery methods
- The Math department will assist and support other departments in achieving their school wide goal in math

Progress:

- 63.7% of students were proficient on the MCA II Math Assessment
- 34.8% of students scored in the “exceeds the standard” range on the MCA II Math Assessment

Goal Area 2: Improve Student Performance in Reading

- Eight-six percent or more students will meet proficiency on the MCA II Reading Assessment for 2008-09
- Fifty percent of our students will score in the “exceeds the standard” range on the MCA II Reading Assessment for 2008-09

Action Strategies:

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

Progress:

- 82.7% of students met proficiency on the MCA II Reading Assessment
- 48.3% of students scored in the “exceeds the standard” range on the MCA II Reading Assessment

Goal Area 3: Improve Special-Education MCA II Scores

- Ten percent of our students will score in the “exceeds the standard” range on the MCA-II Mathematics Assessment for 2008-09.
- Fifteen percent of our students will score in the “meets the standard” range on the MCA-II Mathematics Assessment for 2008-09.
- Nineteen percent of our students will score in the “exceeds the standard” range on the MCA-II Reading Assessment for 2008-09.
- Twenty-one percent of our students will score in the “meets the standard” range on the MCA-II Reading Assessment for 2008-09

Action Strategies:

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

Progress:

- Four percent of students scored in the “exceeds the standard” range on the MCA II Mathematics Assessment
- Twelve percent of students scored in the “meets the standard” range on the MCA II Mathematics Assessment
- 11.9% of students scored in the “exceeds the standard” range on the MCA II Reading Assessment
- 33.9% of students scored in the “meets the standard” range on the MCA II Mathematics Assessment

Goal Area 4: Improve Science MCA II Scores

- Fifty-four percent or more students will meet proficiency on the MCA II Science Assessment for 2008-09

Action Strategies:

- Prepare 10th grade students for the MCA II Science Assessment content.
- Compare and analyze biology curriculum in conjunction with the Science Department’s curriculum review cycle to align and/or create curriculum that better prepares students for the MCA II Science Assessment
- Continue the horizontal alignment of our biology curriculum to better ensure that all state benchmarks are addressed and assessed at the level of rigor identified in the state standards
- Identify skills and content necessary to be successful in high school science courses
- Vertically align science curriculum in grades 5-10

- Identify the holes in the 10th grade alignment structure in regards to biology curriculum
- Write and implement common assessments which address the state benchmarks for both required biology and ninth grade physical science
- Common assessment data will be analyzed and used to modify curriculum and instruction
- Identify and implement training on instruction and best practice through our curriculum review cycle
- Assess if a large group setting or smaller group setting is most appropriate for individual Special Education students in regard to completing the MCA II Science Assessment
- Coordinate Centennial High School computer labs to accommodate the testing need for implementing the MCA II Science Assessment

Progress: 61.3% of students met proficiency on the MCA II Science Assessment

Goal Area 5: Enhance and Strengthen Vertical and Horizontal Course Alignment amongst High School Courses

- From past levee failures, changes in district and building administration, and limited resources, the communication between Centennial sites and curriculum endeavors were altered
- In the past four years, the Centennial School District has strengthened its communication between sites and its curricular endeavors
- There is a need to continue to collaborate and align curriculum and instruction within the Centennial High School

Action Strategies:

- Provide time for departments and certified staff to meet and collaborate on vertical and horizontal alignments
- Provide time for the Department of Teaching & Learning to educate and train the CHS staff on the nuances of vertical and horizontal alignments
- Through the Department of Teaching & Learning, develop vertical teams in the core subject areas district wide
- Develop collaboration sessions between the high school and middle school where incoming and outgoing core skills, proficiency expectations, skill mastery, and examination of student work are discussed
- All departments will participate in a Horizontal / Vertical Alignment of Content Skills activity, where teachers align incoming and outgoing core content and skills
- Provide time for content areas to discuss common assessments, grading scales, and skill mastery
- Participate in the Grade Weighting Committee

Progress:

- Centennial High School has created and will implement, starting in the 2009-10 school year, a common grading scale for all classes
- Centennial High School departments and teachers have completed initial worksheets on incoming and outgoing core content skills
- The Department of Teaching & Learning has provided vertical and horizontal alignment leadership at workshop sessions

- The high school has created vertical teams in Math, Science, Language Arts, and Social Studies
- Selected core area and non-core teachers have also received vertical team training through the College Board

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

- With large class sizes and limited resources, there is a need for a systematic approach to remediation and tutorial help for all students.
- Only a limited number of students enrolled in our Pathways course; therefore, a small number of students are using our career exploration resources.

Action Strategies:

- Continued analysis of Cougar Café which is our homework help center and credit recovery program
- Continued analysis of Freshman Focus and Academic Support which is our remedial support system for “at-risk” students
- Research and discuss the pros & cons of teaming and/or grouping students into core curricular areas for Freshman Focus and Academic Support
- Continued analysis of failure rates
- Development of a pyramid of intervention for students in need of academic and socio-emotional support
- Research the possibility of having a Pathways (Career Exploration) Class as a required class
- Survey large high schools regarding career planning curriculum.
- Increase the utilization of the Career Center
- Implement a 10th grade post secondary opportunity information seminar initiative
- The Guidance Counselor will pursue the “Transforming School Counseling” initiative

Progress:

- We have increased the enrollment for Freshman Focus by 100% for the 2009-10 school year
- We will utilize the Compass Learning System, in conjunction with the Centennial Area Learning Center, for students who attend Cougar Café
- The Guidance Counselor implemented a Senior Survey which focused on Post Secondary Options and future careers
- The “Transforming School Counseling” initiative has led Centennial High School into a review and possible alteration of its Homeroom philosophy. We will conduct a Homeroom Committee during the 2009-10 school year

Centennial Area Learning Center's 2008-09 Goals

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

Action Strategies:

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

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

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

Action Strategies:

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

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

Funds Allocated for Professional Development Improvement Efforts 2008-09

Professional development funds are allocated to school proportionate to the number of teachers at each site.

Site	Professional Development
Blue Heron Elementary	4,586
Centennial Elementary	4,150
Centerville Elementary	4,061
Golden Lake Elementary	3,566
Rice Lake Elementary	4,673
Middle School	11,972
High School	15,451
Area Learning Center	1,199