

## Progress Towards School Improvement Goals for 2016-17

### School Improvement Goal #1

Ensure that each student meets or exceeds appropriate expectations relative to intellectual growth, physical development, personal responsibility and social-emotional well-being.

- **Iowa Assessments:** Meet or exceed state average percent proficient for reading, math and science; increase percentage of students meeting expected growth; narrow gaps between subgroups (Latino-White, ELL-nonELL, etc.).

	Math				Reading			
	Proficiency		Growth		Proficiency		Growth	
Gr	n	%	n	%	n	%	n	%
4	87	74.7%	82	40.2%	87	74.7%	81	55.6%
5	92	52.2%	90	40.0%	92	63.0%	89	57.3%
6	81	72.8%	77	81.8%	80	63.8%	76	46.1%
7	102	81.4%	100	72.0%	102	70.6%	97	55.7%
8	85	77.7%	79	51.9%	85	69.4%	77	68.8%
9	95	79.0%	89	31.5%	91	82.4%	89	47.2%
10	107	71.0%	104	75.0%	107	74.8%	100	47.0%
11	100	81.0%	98	64.3%	100	66.0%	98	21.4%

- See more results online at [www.wl.k12.ia.us](http://www.wl.k12.ia.us) → District Information → Student Achievement
- **ELC Standards:** By the end of the school year at the ELC, 80% of preschool and kindergarten students will meet or exceed the GOLD standards, or the report card standards, that address intellectual growth, physical development, personal responsibility, and social-emotional well-being.
  - 80% of preschool students reached or exceeded GOLD standards in the following categories: social emotional, physical fine motor, cognitive, and literacy. 79% reached the standard for physical gross motor; 72% for language; and 69% for math.

GOLD Assessment of Preschool Students: May 2017							
	Below		Meeting		Exceeding		
	#	%	#	%	#	%	
Social-Emotional	14	14%	72	70%	17	17%	
Physical Gross Motor	21	21%	82	80%			
Physical Fine Motor	10	10%	89	86%	5	5%	
Language	29	28%	68	66%	6	6%	
Cognitive	12	12%	90	88%			
Literacy	15	15%	80	78%	8	8%	
Math	32	31%	67	65%	4	4%	

- Primary Language: 53% English; 46% Spanish; 1% Chinese

WLCSD 2016-17: Individual Growth & Development Indicators (IGDIs) for 4-year-olds									
	Fall			Winter			Spring		
	# meet	# total	% meet	# meet	# total	% meet	# meet	# total	% meet
Picture Naming	27	102	26.5%	43	103	41.7%	41	99	41.4%
Sound Identification	8	102	7.8%	29	103	28.2%	39	99	39.4%
Which One Doesn't Belong	28	102	27.5%	44	103	42.7%	65	99	65.7%
Rhyming	21	102	20.6%	41	103	39.8%	42	99	42.0%
First Sound Alliteration				71	103	68.9%	67	99	67.7%
Full Set	10	102	9.8%	32	103	31.1%	39	99	39.4%

- **Graduation Rate:** Equal or exceed state average graduation rate.
  - The graduation rate has remained above state average since the Class of 2013. The results for the **Class of 2016** continue the same pattern: **WLHS 94.7%; State of Iowa 91.3%**. See grad rate report.
- **“On Track” Status:** By the end of 2016-17, 95% of students in grades 9, 10 and 11 will be “on track” to graduate on time.

<b>End of 3<sup>rd</sup> Trimester 2016-17</b>	<b># students</b>	<b># students “on track”</b>	<b>% students on track</b>
9 <sup>th</sup> grade	98	94	96%
10 <sup>th</sup> grade	108	104	95%
11 <sup>th</sup> grade	102	96	94%
12 <sup>th</sup> grade	88	86	98%

“On track” status is based on progress towards meeting the graduation requirement of 56 credits.

- **Intervention:** 90% of students on D & F lists each month for grades 9-12 will attend intervention or extra help sessions.
- **Reading:** From Fall to Spring, the percentage of students who read at grade level, as measured by FAST CBM-R (K-5) and SRI (6-12) will increase. Each Elementary English-only classroom reading teacher will reduce the number of students who are below proficiency (red) by 2-3 students, per the Spring FAST CBM-R. At the end of the year, the percentage of 3<sup>rd</sup> grade students proficient per FAST CBM-R will equal or exceed the state average.
  - 53.3% of students in grades 1-5 met the Fall benchmark for FAST; 61.1% met the end-of-year benchmark. 55 students (grades 1-5) moved up from not-proficient to proficient; 14 students moved down from proficient in the fall to not-proficient at the end of the year.

	<b>Fall Benchmark</b>			<b>Spring Benchmark</b>		
<b>Gr</b>	<b># met</b>	<b># assessed</b>	<b>% met</b>	<b># met</b>	<b># assessed</b>	<b>% met</b>
1	34	108	31.48%	48	111	43.24%
2	72	115	62.61%	85	120	70.83%
3	45	88	51.14%	57	90	63.33%
4	59	85	69.41%	60	89	67.42%
5	49	90	54.44%	56	91	61.54%

On the Scholastic Reading Inventory (SRI), the percentage of students proficient increased from 36% to 63% for students in 6th grade; 67% to 77% for students in 7th grade; and 59% to 65% for students in 8th grade.

<b>Scholastic Reading Inventory (SRI) Proficiencies for 2016-17</b>												
	6th grade				7th grade				8th grade			
	Fall		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	5	6%	14	17%	34	34%	39	39%	20	24%	25	29%
Proficient	25	30%	38	46%	33	33%	38	38%	30	35%	31	36%
Basic	41	49%	21	25%	23	23%	16	16%	25	29%	20	24%
Below Basic	12	14%	10	12%	10	10%	7	7%	10	12%	9	11%

- **Attendance:** The percentage of students who are chronically absent will decrease by 10% [Chronic absenteeism = 18 days per school year]; the percentage of students who are absent 5 days or less will increase.

- We have implemented a process for identification of chronic absenteeism, to establish a baseline. New interventions have not yet been adopted.

- Discipline: 90% of the students will have zero or one discipline referral for the year.

	1st trimester		2nd trimester		3rd trimester	
grade	# students	# incidents	# students	# incidents	# students	# incidents
K	8	14	5	9	5	5
1	14	31	8	15	10	25
2	13	17	13	15	13	15
3	4	6	4	5	8	8
4	5	10	14	18	12	22
5	5	5	13	30	14	24
6	1	34	9	57	3	58
7	6		11		9	
8	9		17		13	
9	25	43	13	21	11	15
10	36	66	12	16	31	43
11	24	52	22	38	15	24
12	19	35	14	22	20	24

For grades 9-12, 65% of incidents were attendance-related in 1st tri; 42% in 2nd tri; 36.8% in the 3rd trimester.

For the 2016-17 school year, grades 9-12, there were 158 students with 0 referrals and 149 students with one referral, for a total of 307 students with 0 or 1 referral for the entire school year.

- School Climate: The percentage of students (grades 6, 8 & 11) who respond favorably to all questions in the construct "School Staff/Student Support" on the Iowa Youth Survey will increase from 62% to 75%. 75% of students who receive targeted PBIS support will respond favorably. Staff in grades 6-12 will employ the 2x10 strategy to improve relationships with students.
  - Results for the Iowa Youth Survey (grades 6, 8, 11) show that from 2012 to 2014, the construct "**Staff/Student Support**" increased from **47% to 62%** for all grades. For 11th grade, it increased from 27% to 56%; for 8th grade from 53% to 66%; for 6th grade from 58% to 62%. The Iowa Department of Public Health will send us the results of the October 2016 Iowa Youth Survey in May 2017. Because we are one of a few schools participating in the School Climate & Transformation Grant, we completed a Student Behavioral Health Survey in October, along with the Iowa Youth Survey. This behavioral health survey uses the same questions as the Iowa Youth Survey for the construct "Staff/Student Support," but calls the construct "**Adult-Student Relationship**." The results for our district from the October 2016 behavioral health survey indicate that **94%** of our students in grades 6, 8 and 11 (in October 2016) reported positive relationships with adults.
- Extracurricular Activities: The percentage of students (grades 7-12) participating in extracurricular/co-curricular activities will increase over the previous year.
  - These are the percentages of students participating in sports for the past five years: 2011-12 [188/319=**58.9%**]; 2012-13 [179/306=**58.5%**]; 2013-14 [191/320=**59.7%**]; 2014-15 [213/350=**60.9%**]; 2015-16 [224/379=**59.1%**]; 2016-17 [199/392=**50.8%**].
  - Participation in band for the past five years has been **12.5%, 14.7%, 12.2%, 14.6%** and **15.3%**. For vocal music, **31.0%, 30.4%, 29.7%, 34.9%, 31.1%**. Drama has fluctuated between **4.5%** and **34.9%**. Participation in speech competition has not surpassed **2.9%** for individual events, or **4.2%** for large group events. Through 2016-17, cheerleaders had the following participation rates: **3.3%, 7.8%, 7.1%, 6.3%, 3.1%**. Dance team participation has increased steadily from **3.8%**, to **4.0%**, to **4.7%**, to **5.9%**.
- College & Career Readiness: 90% of all 11<sup>th</sup> grade students will earn a National Career Readiness Certificate (via ACT WorkKeys). The percentage of students enrolled in AP or concurrent enrollment courses will remain steady or increase. The percentage of seniors completing a college application by the end of December, and a FAFSA application by the end of March,

will increase (baseline year). The percentage of students who score at least 70% on the Math 3 end-of-course exam will increase.

- The percentages of 11th grade students earning National Career Readiness Certificates (measured by **WorkKeys**) have been **90.7%, 89.3%, 89.0%, 87.3%** and **81.4%**.
- **FAFSA:** for 2017-18, by the end of April, 87% of the seniors submitted FAFSAs. See all Iowa high schools at [FAFSA data](#).
- Percent proficient on the end-of-course Math 1 test for the past seven years: 46%, 66%, 66%, 45%, 59%, 64%, & 58%. Percent proficient on the end-of-course Math 2 test for the past seven years: 59%, 58%, 62%, 69%, 57%, 58%, & 54%. Percent proficient on the end-of-course Math 3 test for the past seven years: 48%, 40%, 59%, 73%, 53%, 37%, & 43%.

Percent of WLHS Students in Senior Year Plus (SYP) in 2016-17						
Gr	SYP Options			Total # students in at least one SYP course	# students in grade level	% of grade level in at least one Senior Year Plus course
	# in at least one AP course	# in at least one dual-credit* course	# in at least one PSEO course			
9	0	0	0	0	98	0.0%
10	0	25	0	25	108	23.1%
11	35	56	0	77	102	75.5%
12	36	29	2	58	88	65.9%

\*Dual-credit courses are called “concurrent enrollment” in Iowa

\*\*Senior Year Plus (SYP) refers to any course that bears college credit, or the potential of earning college credit: concurrent enrollment, PSEO, career academy or AP.

- Postsecondary Enrollment: The percentage of students enrolled in institution of higher learning within 16 months of graduation will exceed state averages for all students, as well as for subgroups.

	All						
	'09	'10	'11	'12	'13	'14	'15
<b>WLHS</b>	72.2%	60.6%	72.6%	65.2%	72.5%	60.0%	59.3%
<b>Iowa</b>	72.91%	71.7%	69.7%	70.9%	70.9%	72.9%	70.5%

WLHS has repeatedly exceeded the state average percentage of graduates enrolled in institutions of higher education within 16 months of graduation for ELLs, and for students who qualify for free or reduced-price lunch, but not for all students.

## **School Improvement Goal #2**

Increase collaboration among teachers and the effectiveness of professional development.

- ELP Standards: 100% of Elementary content area teachers, 6-12 English teachers, and K-12 ESL teachers complete the training modules for the English Language Proficiency (ELP) standards.
  - **Training is on schedule for all teachers.**
- SIOP: 80% of teachers implement 80% of SIOP features with a high level of fidelity (level 3 or 4 on the Pearson rubric)
  - **All teachers are implementing SIOP, but some of the features are being implemented at a better rate than others.**
- Technology: Implementation data collected through *Clarity* will show that teachers are closing the gap with state averages in the use of technology for the Four Cs in the classroom (communication, collaboration, critical thinking & creativity).
  - **Baseline measurement was made in April 2016.**
- Surveys: Levels of satisfaction with the PD program will increase each trimester throughout the year, as measured by end-of-trimester surveys.
  - **Three surveys were administered. Admin and instructional coaches used the results to improve the professional development plan for 2017-18.**

### **School Improvement Goal #3**

Increase community and family engagement.

- P-T Conferences: The percentages of parents attending parent-teacher conferences this year will be greater than the previous year. In 2016-17, attendance at October conferences will be 95% (K-5), 80% (6-8) and 75% (9-12).
  - P-5 parent-teacher conference attendance: 95.0% in October; 94.0% (673/716) in February
  - 6-8 parent-teacher conference attendance: 63.0% in October; 61.5% (166/270) in February
  - 9-12 parent-teacher conference attendance: 45.8% in October; 47.7% in February; 32.8% in April
- ELC Family Nights: Parents of 80% of the students at the ELC will attend at least three of the ten Family Nights offered throughout the year [Health & Safety, Literacy, Math, Winter Program, Transition, Kindergarten Winter Celebration, Dance, Parent-Teacher Conferences (2), Home/School Visit.

ELC Parent Contacts: August 2016-June 2017												
	Total # Students	Back to School	Home Visit	P-T Conf	Family Math	Family Pre	Winter Concert	Family Kinder	Spring P/T conf	Donuts for dad	Mothers Tea	Kdg graduation
PS-PK	123	108	107	120	14	9	109	N/A	120	N/A	N/A	N/A
K	83	75	71	75	13	16	69	35	80	66	75	80

These numbers do not include 1:1 visits for IEP meetings or discipline conferences

These data are for students who have been here all year.

The goal of the ELC was to have 3 contacts with each family. Out of 206 students all but 2 families met the goal.

- Attendance: Chronic absenteeism and tardiness to school will decrease by 10%.
  - We have implemented a process for identification of chronic absenteeism and are establishing a baseline. New interventions have not yet been adopted.