

## TABLE OF CONTENTS

MISSION STATEMENT .....	2
NCA CYCLE I STEERING COMMITTEE .....	3
PROCESS SUMMARY .....	4
COMMUNITY AND SCHOOL CHARACTERISTICS .....	5-8
STUDENT CHARACTERISTICS .....	9
ENVIRONMENTAL SCAN .....	9
INSTRUCTIONAL CHARACTERISTICS .....	10-18
USD #376 Sterling Grade School Curriculum .....	10
SGS Library Media Center .....	11
SGS Technology .....	12
TARGET AREA: MATH .....	19
Goal & Baseline Data .....	20
Strategies/Interventions .....	20
School Improvement Plan .....	21-22
Results-Based Staff Development .....	23
Kansas State Assessment Results .....	24-27
MAP Results .....	28-29
TARGET AREA: READING .....	30
Goal & Baseline Data .....	31
Strategies/Interventions .....	31
School Improvement Plan .....	32-33
Results-Based Staff Development .....	34
Kansas State Assessment Results .....	35-38
MAP Results .....	39-40
APPENDIX .....	41
NCA Capacity Assessment Graph .....	42
Seventh Grade Readiness Survey .....	43

Sterling Grade School  
Sterling, Kansas

**USD #376 Sterling Schools Mission Statement**  
“Learning for All and Excellence in Teaching”

**Sterling Grade School Mission Statement**

Sterling Grade School is dedicated  
to helping students become lifelong  
learners and productive citizens.

**Sterling Grade School Motto**

*“Work Hard, Be Nice”*

**NCA Cycle I  
Steering Committee**

Brennan Riffel

Principal/Chairperson

Lorrie Ball

Data Coordinator

Kay Comley

Lori Humphreys

Reading Goal Chair

Math Goal Chair

*The purpose of this Steering Committee shall be to provide guidance and support to the secondary school faculty for North Central Association (NCA) and Kansas Education Quality Performance Accreditation (QPA) processes. Additionally, this committee will facilitate the processes necessary for school improvement and accreditation.*

*The membership of this Steering Committee shall consist of the building administrator, the NCA chairperson, the data coordinator, and three goal chairs.*



## Visiting Team

Jean Ann Petz (2003 – present)

Ed Russ

Jon Paden

Team Chair and Reading

Reading

Math

## PROCESS SUMMARY

### Year One (August 2005 – June 30, 2006)

Sterling Grade School began its second North Central Accreditation (NCA) cycle during the 2005-2006 school year with Chris Hewitt serving as the steering committee chairperson. Mr. Hewitt is no longer employed at Sterling and so Principal Brennan Riffel took over the duties of the NCA chairperson. A steering committee was established and consisted of the following

members: chairperson, administrators, and a faculty member from the individual two target goal areas. Goal area committees were formed, and goals and corresponding interventions were developed. In the spring of 2006, Dr. Betty Summers, chair of the NCA Cycle I team, met with the steering committee for the first and second chair visit. As a district we made plans to switch our standardized assessment from the ITBS to MAP. This impending switch required us to hold off on gathering our baseline data until the fall of the 2006 school year.

### **Year Two (July 1, 2006 – June 30, 2006)**

An informal team visit was held in November to allow new team members an opportunity to acquaint themselves with the process and assess the current cycle status.

### **Year Three (July 1, 2007 – June 30, 2008)**

School Improvement Plans reviewed and Staff Development Plan Updated.

### **Year Four (July 1, 2008 – June 30, 2009)**

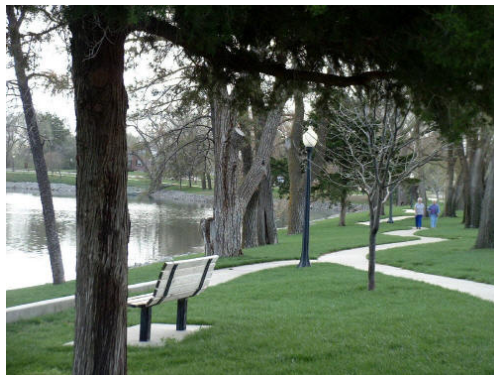
Informal visit held with accreditation team.

## **COMMUNITY PROFILE**

Sterling is a rural community of approximately 2,500 people and is located in Central Kansas, approximately 70 miles northwest of Wichita on Highway 96. Originally known as Peace, the town first served as a railroad and agricultural center. Today, the community consists of both professionals and blue-collar workers with many professionals in the field of education. Sterling College, a private 4-year college, adds about 700 people to the population each year. The local economy is based largely on the college commerce, agriculture-related businesses, private industries, farming, and livestock production. Sterling's largest employers,

other than educational institutions, are JACAM Chemicals, Kansas Machine Works (KMW), and United Industries.

The city of Sterling provides a variety of recreational and cultural opportunities. Residents and visitors have the opportunity to take part in theatre, arts, and music activities. Sterling celebrates cultural achievements through community theatre, concerts, musicians, visiting artists taking part in the annual Prairie Art Exhibit, as well as a very active local Sterling College-supported Habitat for Humanity Chapter. "Main Street Sterling" is another community endeavor which set out to improve the town's streetscape, and Sterling prides itself on impressive Fourth of July and Christmas celebrations. Children and adults also have the opportunity to participate in a number of recreational offerings: baseball/softball, basketball, football, volleyball, swimming, and other activities. Sterling Lake provides a peaceful and serene area where residents and visitors walk along a landscaped path or participate in numerous activities such as fishing, beach volleyball, horse shoes, swimming, basketball, tennis and other opportunities. In the Summer of 2005, the community welcomed the addition of a new wellness center which is was built adjacent to the secondary building.



[http://www.sterlingks.org/community\\_photos.htm](http://www.sterlingks.org/community_photos.htm)

## **SCHOOL PROFILE**

Sterling Grade School serves 281 students in grades Pre-School to sixth grade in Sterling, Kansas. Sterling is a rural community of about 2,500 people. Sterling College is located in the city of Sterling and adds about 500 people to our population each year. The grade school is part of a district that also includes one junior high, and one high school that are housed in the same building. The community consists of both professionals and blue collar workers with many professionals in the field of education. About 38.5% of the district's

graduates attend a four year institution of higher learning. The remaining 61.5% entered the job market immediately, attend a two – year college or technical institution, or join the military.

## **SCHOOL CLIMATE**

The faculty and staff of Sterling Grade School work hard to provide a safe environment for all students so that the learning process is at its highest level at all times for all students. While working towards curriculum and school improvement goals, teachers and staff also stress the importance of a positive school climate. Time and attention has been devoted toward creating an environment that focuses on each student's personal, social, and academic growth.

The value system in Sterling is conducive to good behavior on the part of the students. Students at Sterling Grade School are asked to follow a basic principle:

### ***“Work Hard and Be Nice”***

The values of the school are also reflected in school-wide character themes that have been created and approved by students and staff. Included in these themes are the *Bear Necessities* and *Walking the Heroes Trail*. These programs include well-defined character traits with classroom and library themes focused on famous Americans that exhibit these traits.

Faculty and staff have reviewed curriculum areas, the discipline and ethics policies, character education, and professional development opportunities in advance of this new NCA cycle. The creation of Learning Communities has provided increased professional development time, and the administration has offered opportunities for group book reviews. During the 2004-2005 school year, the grade school staff has read and reflected on the book, *What Great Teachers Do Differently* by Todd Whitaker.

Other programs that are utilized by Sterling Grade School are the following:

- A school nurse is utilized upon request to aid in student health matters and health referrals as needed.
- Our special education needs are met by two full-time teachers and the support services of 12 para-educators. If further assistance is needed for a special education student, adaptations such as pull-out instruction, modified curriculum, and directed studies are provided.

Sterling Grade School  
Sterling, Kansas

- Parent-teacher conferences are scheduled at the end of the first and third nine-weeks grading periods. Conferences are held on multiple evenings and one morning (spring) for the convenience of parents. Conferences are integrated into our current advisory program.
- A “SIT” (school improvement team) team has been utilized to address the needs of students identified by classroom teachers. This group of faculty members offers suggestions for resources and classroom and assessment interventions. State assessment performance levels, MAP scores, STAR scores, local performance tests, as well as teacher recommendations, are used to identify students in need of additional or alternative instruction. In response, an after school tutorial program (STAR) staffed by teachers and staff helps identified students work to bring math and reading skills up to grade level. The program runs Monday through Thursday from 3:15-4:15.

### **Community Services for Ages Birth-5**

- Parents as Teachers-A county-wide program to help parents be better teachers for their children during the crucial early years, from prenatal to 36 months, by helping them to grow and learn. Certified parent educators work with parents to help each child get the best possible start of life. Included are home visits, group meetings, play groups, developmental screenings, and a monthly newsletter. Any family with a child or children in this age group may enroll in Parents as Teachers.
- Count Your Kid In Screenings-A county-wide program which was established to unite organizations and people for the purpose of achieving goals that could not be accomplished by any single organization. Additional objectives include: Provide screenings for all children birth-5 years of age; Improve Rice County referral system to meet the needs of all families and children; Heighten public awareness of available early educational services within the Rice County area. Screening agendas include the following: health intake information, hearing evaluation, vision evaluation, speech/language evaluation, & age-appropriate tasks.
- Central Kansas Head Start-Serving Rice County, a free preschool for 3 & 4 year olds of income-eligible families.
- Sterling Early S.T.E.P.S. Preschool Program is a self-contained special education room with peer models integrated in. The program is available for children three to five years of age who exhibit significant developmental delays. The children who qualify for Early Childhood special education services may receive Speech and Language therapy, Occupational therapy, Physical therapy, and Emotional Disorder services. The preschool is in session four days a week. Library services are also utilized.

### **FACILITIES**

Sterling Grade School  
Sterling, Kansas

Built in 1927, Sterling Grade School consists of one building that houses the K-6 students and an adjacent building built on site in 1999 that houses special needs and at-risk pre-school students. The district office is located in downtown Sterling and serves as an office for the superintendent and administrative staff, as well as a conference room for the board of education.

## **GOVERNANCE**

USD 376 is governed by a seven-member board of education; all of these members are elected at large. One superintendent administers the district. The school board and the superintendent are served by two central office personnel - the clerk of the board and the superintendent's secretary/district treasurer. Each building principal has a full-time secretary.

Standing committees serving the Sterling Grade School and the district are the: NCA Steering Committees, Curriculum and Goal Committees, and a Professional Development Council. These are administered by the faculty, administration and board of education. In addition, the Sterling Secondary Schools has a school Site Council that includes faculty, staff, students, administrators and community members.





## **STUDENT CHARACTERISTICS**

### **POPULATION**

As of January 2007, Sterling Grade Schools has an enrollment of 281 students in grades Pre K-6th. Our population is 93% Caucasian, 3% African American, 3% Hispanic, and 1% Native American. Students qualifying for free or reduced lunches equals 48%. Less than 1% speak a primary language other than English.

## **ENVIRONMENTAL SCAN**

### **Strengths**

- All core academic areas are taught by KSDE certified Highly Qualified teachers
- Small classes with individual and small group instruction
- Remedial and Extended course work provided in after school and summer school programs.
- Available technology for student use
- Strong core values in the community
- Caring and dedicated staff.

### **Weaknesses**

- Age of building not conducive to flexible classroom arrangement and modifications.
- Relative small square footage of classrooms limits some instruction.
- Shared staff with high school limits flexibility of academic schedule
- Although technology is available, it is under used at times due to limited access and training.

### **Trends**

- Computer skills will be needed more and more to communicate, to bank, to perform some aspect of your job, to get entertainment, to go to school, etc.
- Technical training continues to be a necessary skill to acquire quality employment in an ever changing global economy.

### **Conditions**

- Free and Reduced Lunch Population for 2007-2008 for Sterling Grade School is 48%.
- Relatively high percentage of special education population at 15%
- School district budget limited to fluctuations found in rural economy.

## **INSTRUCTIONAL CHARACTERISTICS**

### **USD 376 STERLING GRADE SCHOOL CURRICULUM**

The curriculum alignment process began during the 1999-2000 school year and continues in an ongoing attempt to align and improve our applied curriculum. The first phase of the process was for each teacher to identify the curriculum which he/she was teaching. Phase two was to meet as a group in each curriculum area and share each teacher's curriculum with others. Throughout this process an emphasis was placed on developing specific outcomes, which would be achieved at each level in the curriculum. Curriculum mapping efforts continue in each discipline in an effort to identify gaps and overlapping.

Each year additional in-service time is spent on allowing the curriculum area teachers to meet and make modifications in their specific curriculum areas. Numerous activities are implemented in an effort to achieve more integration. As the outcomes are better defined, assessments will be developed to measure the outcomes. This is an ongoing process that we realize will never be complete. It is also one on which we will consistently focus as we continue our school improvement efforts.

In-service days, hiring substitute teachers, and the summer months have provided the time to work on curriculum alignment. Again, we realize that it is imperative that we continue our efforts if we truly want an aligned curriculum in USD 376. Our goals are to have a written curriculum that is taught and tested as well as to have a process in place that will enable modifications to be made as needed.

#### **Summer School**

Summer school, offered June through early July, is a tutorial program in the areas of reading and math. Times are established to coordinate with the summer schedules of each student. This is a program designed to meet individualized student needs as identified through teacher recommendations, standardized assessments, and local assessments.

### **State Test Assessment Readiness (STAR) Academy**

To adequately prepare those who do not demonstrate proficient skills on the pre-assessment test, Sterling Grade School *provides* an extended school day session in an effort to help identified students improve their math and reading skills and prepare for the state assessments tests. This extended school day *is* called the State Test Assessment Readiness **(STAR)** program. The STAR program will begins *the beginning of* February 4<sup>th</sup> and will runs from 3:15-4:00 on Monday, Tuesdays, Wednesdays, and Thursdays. The program will run until *early April*. *The STAR academy is* mandatory under the extended school day guidelines and is an extension of the regular school day. If a student fails to attend, it *is* treated the same as if the student missed a regular class. The Compulsory School Attendance Requirement (SB 313) set forth by the Kansas Education Legislative Session allows school districts to extend the school term for students in need of remediation. Therefore, current truancy laws govern students assigned to Extended School Day.

### **Sterling's Helpful After-School Tutorial Assistance (S.H.A.S.T.A.)**

Sterling Elementary offers an after-school program for students in grades kindergarten through sixth. The program is staffed by certified teachers that provide assistance to the students. An effort is made to keep the adult to student ratio at 6 students or less to one instructor. The program runs four days per week from September to May. The hours are 3:15 – 4:15 p.m. The criteria for the after-school program are as follows:

1. The student is behind in one or more subject areas.
2. The student is experiencing academic difficulties or academic failure.
3. The teacher requests individual instruction or additional assistance for the student based on test scores and/or daily work.
4. The student is not completing his or her daily assignments.

### **Sterling Grade School Media Center**

The Sterling Grade School Media Center offers information resources to students, faculty, and staff. Print and non-print resources are available in a variety of formats: books,

magazines, newspapers, DVDs, videotapes, audiocassettes, compact disks, and Internet access.

The purpose of the library media center is to provide age-appropriate, curriculum-related materials, reference sources, recreational reading materials, and professional resources for the staff. The library media center also inventories and maintains a variety of audiovisual equipment, including: TVs, VCRs, video cameras & tripods, overhead projectors, cassette players, listening centers, "Clickers," and digital cameras. Other services provided include access to Interlibrary Loan materials, support for the Accelerated Reader program, and special reading promotions such as the William Allen White book award program.

Classes in grades one through six participate in one thirty-minute library skills lesson per week. Instruction is designed to provide students with the skills needed to use and enjoy the library, to promote reading, and to practice information literacy skills. The library skills curriculum is set to meet the state's Library Media Skills standards as well as complement grade level content area standards. In addition, regularly scheduled story times promote literature appreciation.

The library computers are networked and have Internet access. There are two computers available for student use with additional access in the adjoining computer lab. Students and staff can access the library's OPAC (computer card catalog) from any networked computer in the building/district. Our school utilizes the SIRS Discover Deluxe database online.

### **Sterling Grade School Technology**

Sterling Grade School has 107 computers consisting mostly of PCs and a few Macintoshes. All of the PCs are connected to a LAN with a Novell 4.11 server and also have access to the high school server and the Internet. There are lap top computers that are available at all times in the 5<sup>th</sup> and 6<sup>th</sup> grade classrooms. Furthermore, two mobile laptop carts with 21 computers each are available for grades K-4. Wireless internet access is also available throughout the building. In addition to the teacher's computer, each classroom has at least one additional computer, with some classrooms having up to ten additional. Printers are available in almost every classroom and there are three laser printers located throughout the building.

There is a variety of software available for the students to use on the laptop computers that including math, reading, social studies, and keyboarding programs. In addition, teachers

utilize Internet programs for class activities with the student laptops. Accelerated Reader is used to help improve students' reading scores, and the students use the computers in the classrooms as well as the lab for taking Accelerated Reader tests. Accelerated Math is also used by various teachers.

### **Sterling Early Steps Preschool Program**

Early Steps Preschool is a self-contained special education and at risk preschool in which peer models are often integrated into the population. The program is available for children three to five years of age who exhibit significant developmental delays or who meet qualifying at-risk criteria. The children who qualify for early childhood special education services may receive speech and language therapy, occupational therapy, physical therapy, and emotional disorder services. The preschool is in session four days a week, Monday through Thursday. Library services are also utilized for these students.

### **Central Kansas Head Start**

Located in Lyons, this is a free preschool for three and four year olds of income-eligible families in Rice County.

### **Parents As Teachers**

This is a county-wide program to help parents be better teachers for their children during the crucial early years, from prenatal to thirty-six months, by helping them to grow and learn. Certified parent educators work with parents to help each child get the best possible start to life. Included are home visits, group meetings, play groups, developmental screenings, and a monthly newsletter. Any family with a child or children in this age group may enroll in Parents As Teachers.

### **“Count Your Kid In” Screenings**

This is a county-wide program which was established to unite organizations and people for the purpose of achieving goals that could not be accomplished by any single organization. Additional objectives include: provide screenings for all children birth to five years of age;

improve Rice County referral system to meet the needs of all families and children; heighten public awareness of available early educational services within the Rice County area.

Screening agendas include the following: health, intake information, hearing evaluation, vision evaluation, speech/language evaluation, and age-appropriate tasks.

### **Attendance**

The attendance rate for Sterling Grade School was 96.3% for the 2005-2006 school year. This is 1.1% higher than the state average of 95.2%. In 2004-2005 the attendance rate for Sterling grade School was 96.48% for the school year. This was 1.28% higher than the state average of 95.2%.

### **Instrumental Music**

The Sterling school system offers instrumental music for all students in grades six through twelve. Through the band program, students learn to perform on one or more instruments and are given performance opportunities in concerts, solo and ensemble festivals, pep band, marching band, and jazz band. In addition to developing a love and appreciation for music, students learn skills of self-discipline, working together in groups, coordination, reading, rhythm, and many other important developmental and lifetime skills.

### **Art**

Sterling Grade School offers elementary art classes for students in kindergarten through sixth grade. A certified art teacher meets with each class for a period of forty minutes per week. The art curriculum is based on the following components;

1. Art production is produced in a variety of media and techniques appropriate for age levels.
2. Creative and critical thinking is used by understanding the fundamental elements and principles of design.
3. Art history knowledge is introduced through artists and cultural art work.
4. Effective work habits are emphasized by meeting deadlines and proper use of materials and equipment.

### **Parent-Teacher Conferences**

Sterling Grade School holds parent-teacher conferences twice a year. The first conference is held in the fall before the end of the first nine weeks. The second set of conferences are then held in the spring after the third nine week grading period. Conferences are currently held on a Tuesday and Thursday evening for the convenience of the parents. This is done to encourage both parents to attend the conference. Prior to parent-teacher conferences, teachers send a note and reminder to invite parents to attend. This note allows the parents the ability to select a time that will work for them. Attendance for conferences for the last five years has averaged over 95%.

### **Retention Rate**

The retention rate for Sterling Grade School was 2.5% for the 2005-2006 school year.

### **Kindergarten**

Sterling kindergarten students attend class from 8:00-3:10, Monday through Friday. This program is available for children who are five years old before September 1st. Children receive music and P.E. every other day in addition to regular classroom curriculum. Children are allowed to check out library books daily and also receive weekly classroom counseling sessions that include conflict management and other interpersonal skills. Children also receive Visual Phonics instruction taught by the classroom teacher and speech and language pathologist.

### **School Climate**

The educational environment at Sterling Grade School is conducive to good behavior and learning opportunities. A half-day guidance/counseling program is provided for students in kindergarten through sixth grade. This program focuses on providing students skills for resolving conflict and making healthy choices. A school nurse is utilized to aid in student health matters, including referrals as needed. Students receive instruction in wellness and personal health care throughout the grade school curriculum.

### **Special Services**

The Rice County Special Services Cooperative provides special services at Sterling Grade School for identified students being served in the regular classroom setting or pullout setting in the resource room. These services include programs for students with learning disabilities, mental handicaps, emotional disorders, developmental delays, and gifted, and includes occupational and physical therapy when necessary. Services are offered for preschool through sixth grade students and varies with each student depending on his or her individual needs.

### **Title One**

Title I is a federally funded program which allows students to receive extra academic assistance in the areas of reading and math. Sterling Grade School offers Title One Reading and Math for grades kindergarten through sixth. This supplemental program is available to students showing a need in one or both of these core areas. Sterling Grade School is a school-wide Title I school utilizing both pull out and in-class services. Participation in this program is based on teacher recommendation, Kansas State Assessment scores, (scoring below the proficient level) and anyone below the 50th percentile on the MAP test in the areas of reading or math.

### **Counseling Program**

The counseling program is developmental in nature. Counseling program outcomes have been established to empower all students with tools for making healthy choices. Program outcomes facilitate the personal, social, educational, and career development of all students and intervene with students who are struggling. Strategies employed are classroom guidance lessons. These serve as the principle method for counseling curriculum delivery. Teacher input and involvement is a critical factor in determining the effectiveness of the counseling program. Some of the topics taught are respect for others, cooperation, self-concept, decision making, conflict resolution, and many others. Counseling may occur in large groups, small groups, and even one on one regarding the specific concerns. Students may be referred to the counselor by



teachers, parents, or the child may ask for assistance. Parental permission is always obtained before initiating counseling. Consultation with parents, teachers, and others involved is used to help meet the individual needs of each student individually. As outlined, counseling services can be divided into three categories, each providing developmental services to children and their families. While guidance lessons take place in the classroom, individualized counseling and parental consultation take place within the Counselor's Office. Ethical standards of the American Counseling Association require that confidentiality be guaranteed to the recipients of counseling and consultative services.

### **D.A.R.E.**

All sixth grade students participate in the D.A.R.E. program which is taught by one of our local police officers. It is a seventeen-week program to help young people recognize and resist the pressure that may influence them to experiment with drugs, alcohol, or tobacco. They write essays, complete workbooks, and participate in a special culmination ceremony to recognize their efforts.

### **Vocal Music**

The Vocal Music Department of USD #376 is comprised of a kindergarten-sixth grade general music curriculum, and a seventh through twelfth grade choral performance education. The kindergarten- sixth classes meet in alternating fashion every other day for a thirty or forty minute session. The kindergarten-sixth general music curriculum includes music theory, music performance skills, music history, and its application to other cultures and societies, and learning to work with one's peers to meet a common goal. The students perform for the public at least twice during the school year.

Beginning in seventh grade, the emphasis changes from a general music curriculum to performance-based learning. The choral students rehearse every day using basic singing techniques, and class time is used to prepare for many different performing opportunities, including concerts and contests.

### **Physical Education**

Sterling Elementary students participate in physical education every other day for thirty minutes, kindergarten through fourth grade, and forty-five minutes for fifth and sixth grade. As a result of participating in physical education, the elementary learner will:

1. respect self and others, as well as equipment and the learning environment.
2. develop, demonstrate, and understand fundamental movement skills and health related fitness components.
3. use a combination of cognitive and physical skills to create and problem solve.
4. use and enjoy physical activity outside of the classroom.

The outcomes for this program are based on standards established by the National Association for Sport and Physical Education (NASPE).

Sterling Elementary kindergarten through fourth grade students also participate in an interdisciplinary music/physical education program. As a result of participating in this program the learner will:

1. demonstrate knowledge and skills which better enable participation in group and team activities.
2. develop movement through rhythm and dance.
3. possess an awareness and respect for individual differences and for cultural differences through a variety of activities.
4. participate in combined classes for activity in a warm, friendly environment.
5. be able to construct meaning from and communicate ideas and emotions through music and movement.

# Sterling Grade School Math



## **Math Committee Members:**

Lori Humphreys, <i>Chair</i>	Title I
Klarice Farney	4 <sup>th</sup> Grade
Janet Schnurr	2nd Grade
Teresa Maxwell	Kindergarten
Janice Fair	Title I

# Target Area: MATH

## Target Area Goal

- ◆ What is the expected outcome for all students in the target area of math?
  - *All students will improve their math skills across the curriculum.*

## Selection of Target Area and Goal

- ◆ What was the process for selecting the target area goal?
  - The entire faculty, led by a committee of teachers, selected math as a target area. This selection was based upon review of student math achievement and standards set forth by the State of Kansas.
- ◆ What tools were used in selecting the target area and goal?
  - Kansas State Math Assessment (Grades 3-6)
  - MAP Skills (Grades 3-6)

## Baseline Data

- ◆ What did our assessment tools tell us about the problem solving skills of our students?
  - Kansas State Math Assessment  
See attached graphs
  - Measure of Academic Progress (MAP)
    - The following RIT scores were reported from the fall 2006 assessments:

Class	Mean RIT Score (fall 06)	Mean RIT Score (spring 07)	Growth	Typical Growth
3 <sup>rd</sup> grade	196.3	208.4	8.1	10.9
4 <sup>th</sup> grade	207.8	223.1	12.7	8.8
5 <sup>th</sup> grade	219	231.3	11.0	8.7
6 <sup>th</sup> grade	226.4	233.4	9.5	7.2

## Strategies and Interventions

- ◆ What will we do to meet the goal of 100% student success?
  - Students who do not achieve proficiency on pre-tests, formative assessments, and/or class work may be referred for Title 1 services, Special Services, SHASTA, STAR Academy, or Summer School.

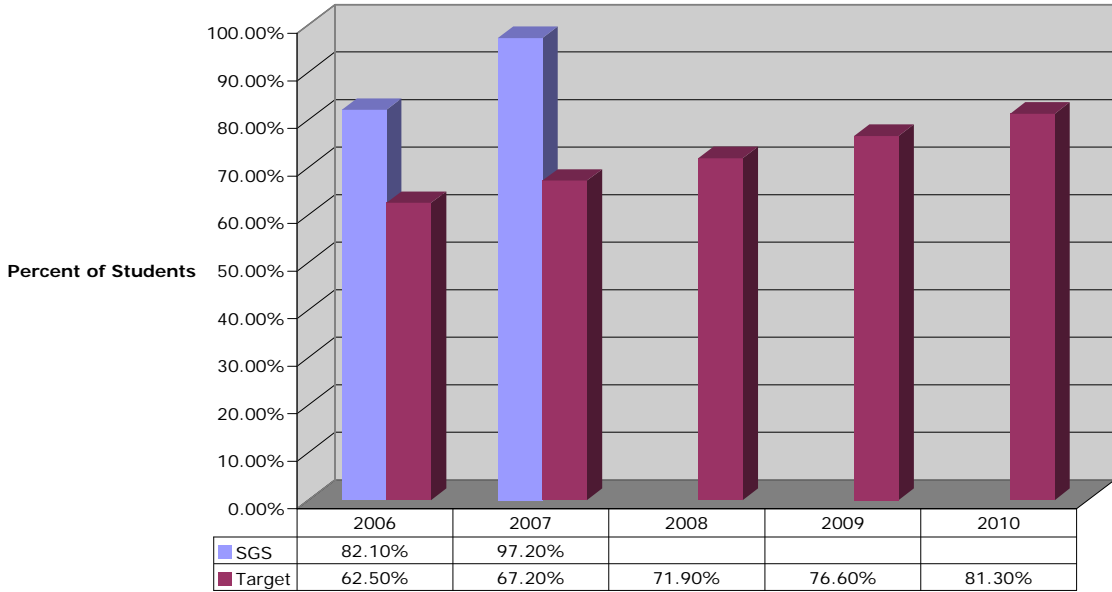
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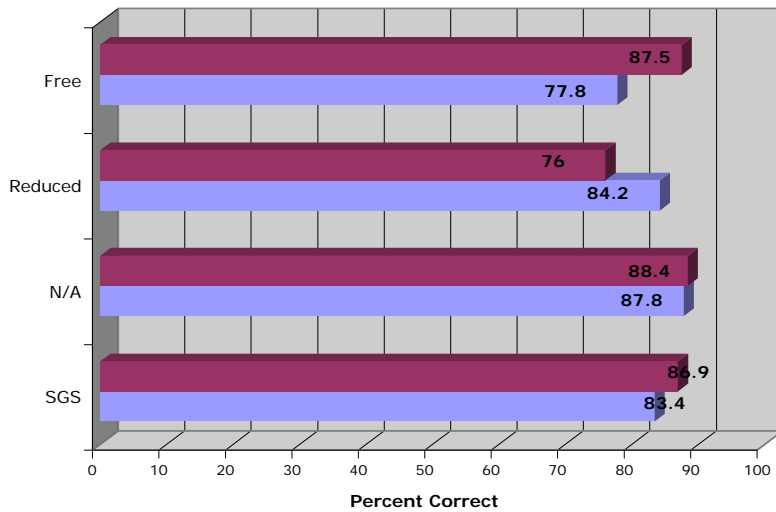
Sterling Grade School  
Sterling, Kansas

## Sterling Grade School State Mathematics Assessment Results

### 3rd Grade Mathematics AYP Meets Standard or above



### 3rd Grade Mathematics Assessment



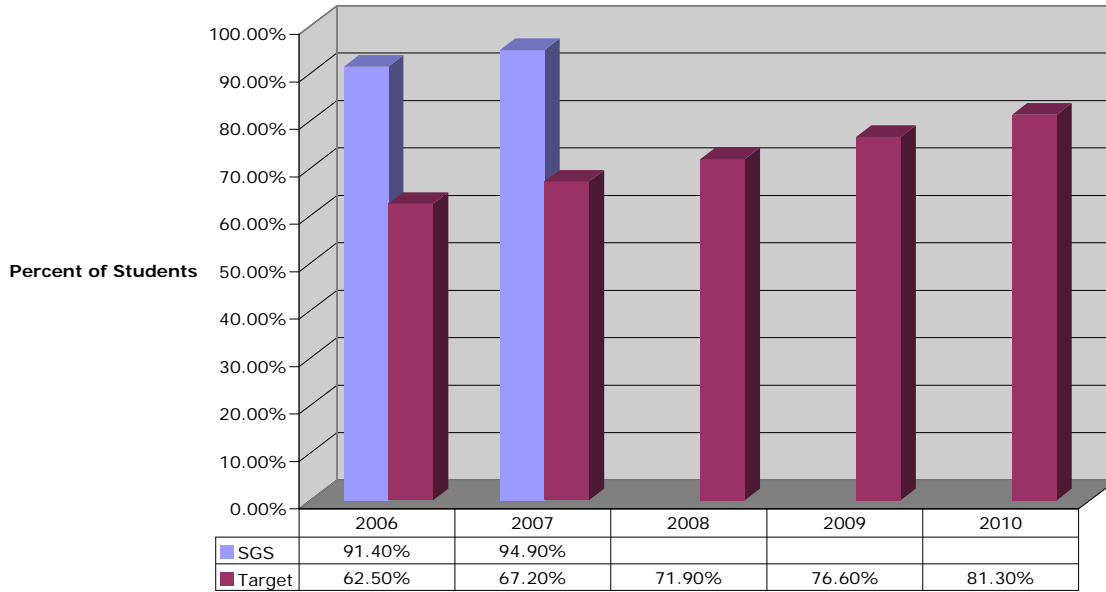
	SGS	N/A	Reduced	Free
2007	86.9	88.4	76	87.5
2006	83.4	87.8	84.2	77.8



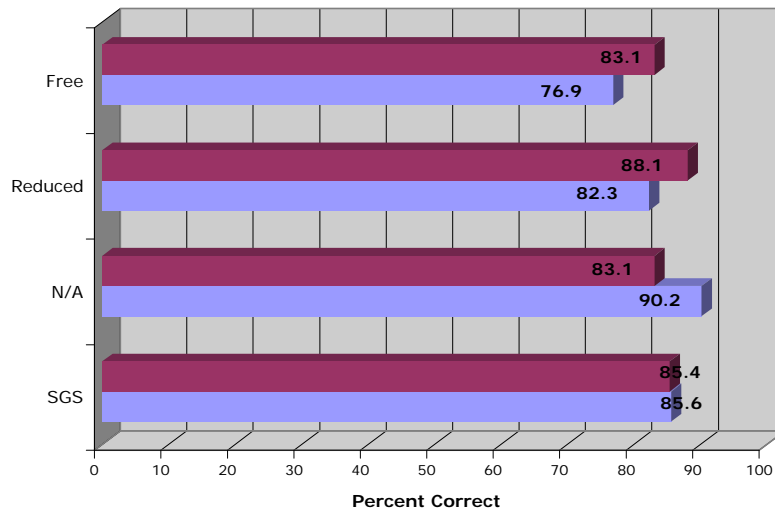
Sterling Grade School  
Sterling, Kansas

## Sterling Grade School State Mathematics Assessment Results

### 4th Grade Mathematics AYP Meets Standard or above



### 4th Grade Mathematics Assessment

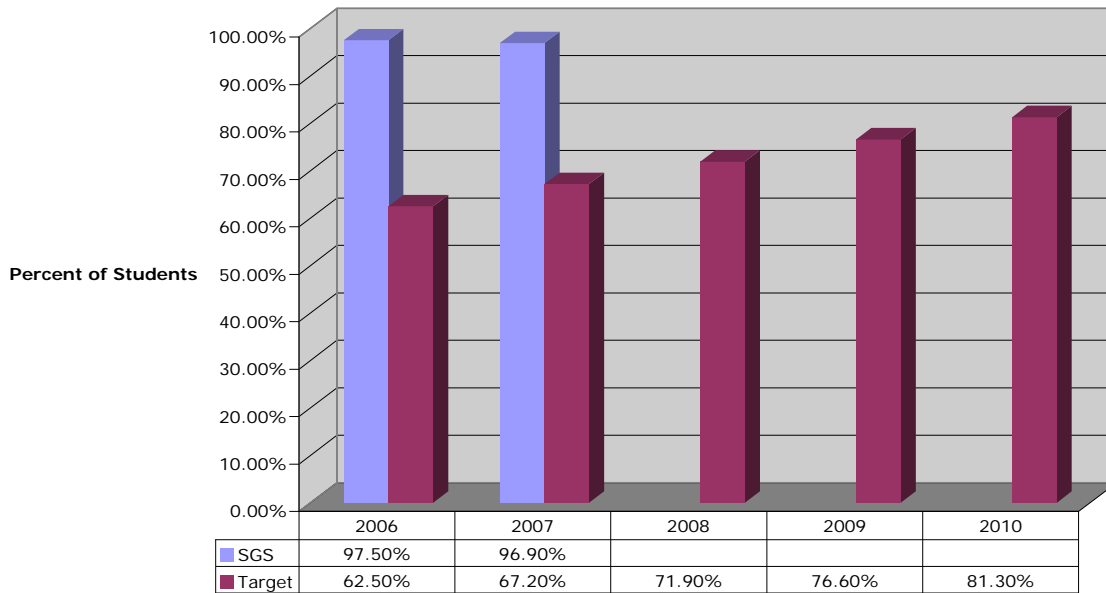


	SGS	N/A	Reduced	Free
2007	85.4	83.1	88.1	83.1
2006	85.6	90.2	82.3	76.9

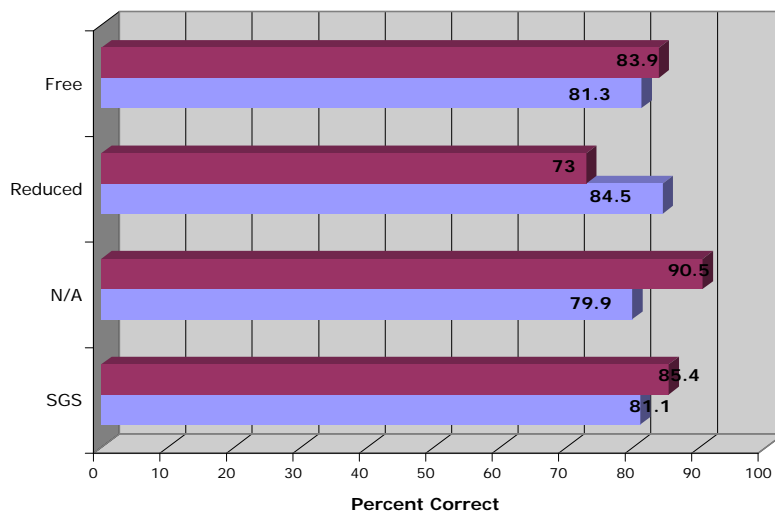
Sterling Grade School  
Sterling, Kansas

## Sterling Grade School State Mathematics Assessment Results

### 5th Grade Mathematics AYP Meets Standard or above



### 5th Grade Mathematics Assessment

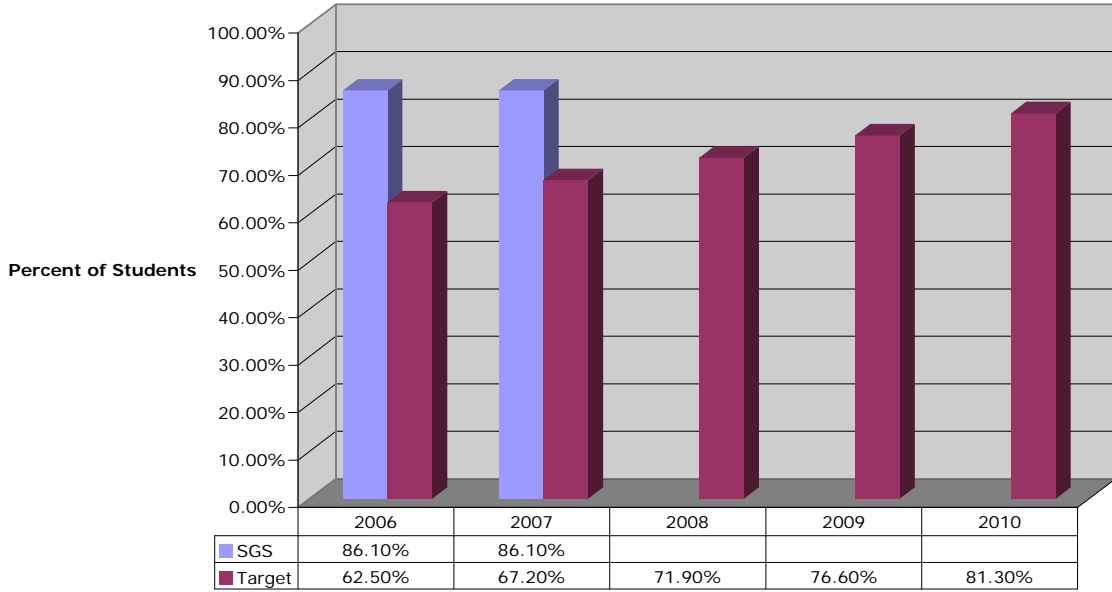


	SGS	N/A	Reduced	Free
2007	85.4	90.5	73	83.9
2006	81.1	79.9	84.5	81.3

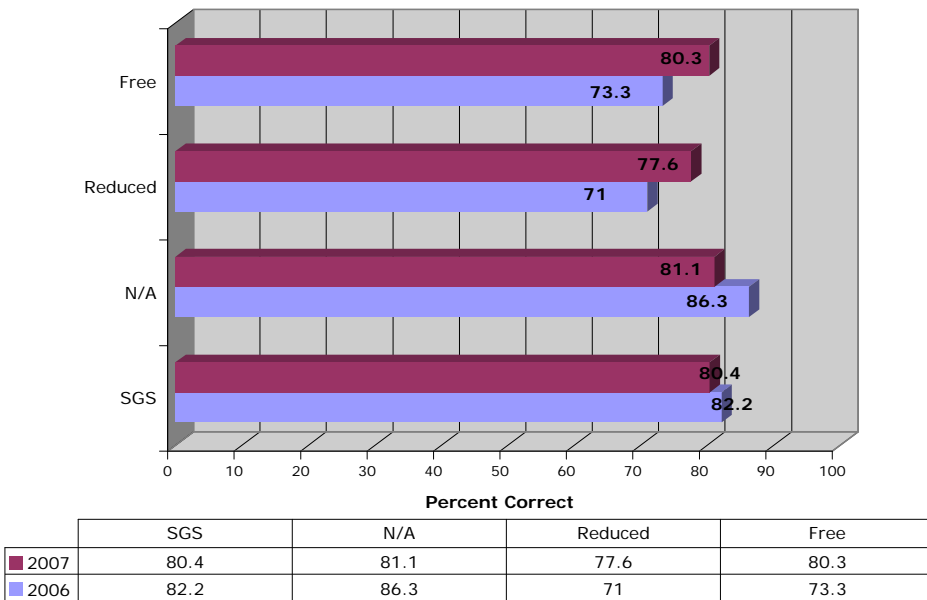
Sterling Grade School  
Sterling, Kansas

## Sterling Grade School State Mathematics Assessment Results

### 6th Grade Mathematics AYP Meets Standard or above



### 6th Grade Mathematics Assessment



Sterling Grade School  
Sterling, Kansas

Sterling Grade School  
Sterling, Kansas

# Sterling Grade School



## Reading Committee Members:

Kay Comley, *Chair*

Debbie Stout

Jessica Schmidt

Susan Brown

Georgia Henry

Clyda Frederick

Wendy Fiehler

Title I

Title I

1st Grade

PE

3rd Grade

6th Grade

Special Education

# Target Area: READING

## Target Area Goals

- ◆ What is the expected outcome for all students in the target area of reading?
  - *All students will improve their reading skills as applied across the curriculum.*

## Selection of Target Area and Goal

- ◆ What was the process for selecting the target area goal?
  - The entire faculty, led by a committee of teachers, selected reading comprehension as a target area. This selection was based upon review of student reading achievement scores and standards set forth by the State of Kansas.
- ◆ What tools were used in selecting the target area and goal?
  - Kansas Reading Assessment (Grades 3-6)
  - Measure of Academic Progress (MAP)
  - Kansas Reading Performance Assessment (Grades 3-6)

## Baseline Data

- ◆ What did our assessment tools tell us about the reading comprehension skills of our students?
  - Kansas Reading Assessment
    - See attached graphs
  - Measure of Academic Progress (MAP)
    - In fall 2006, the MAP RIT scores were as follows:

Class	Mean RIT Score (fall 2006)	Mean RIT Score (spring 2007)	Growth	Typical Growth
3 <sup>rd</sup> grade	195.6	202.9	7.3	9.1
4 <sup>th</sup> grade	203.6	227.0	23.4	6.5
5 <sup>th</sup> grade	210.1	215.0	4.9	5.4
6 <sup>h</sup> grade	226.4	218.2	-8.2	4.3

## Strategies and Interventions

- ◆ What will we do to meet the goal of 100% student success?
  - Students who do not achieve proficiency on pre-tests, formative assessments, and/or class work may be referred for Title 1 services, Special Services, SHASTA, STAR Academy, or Summer School.

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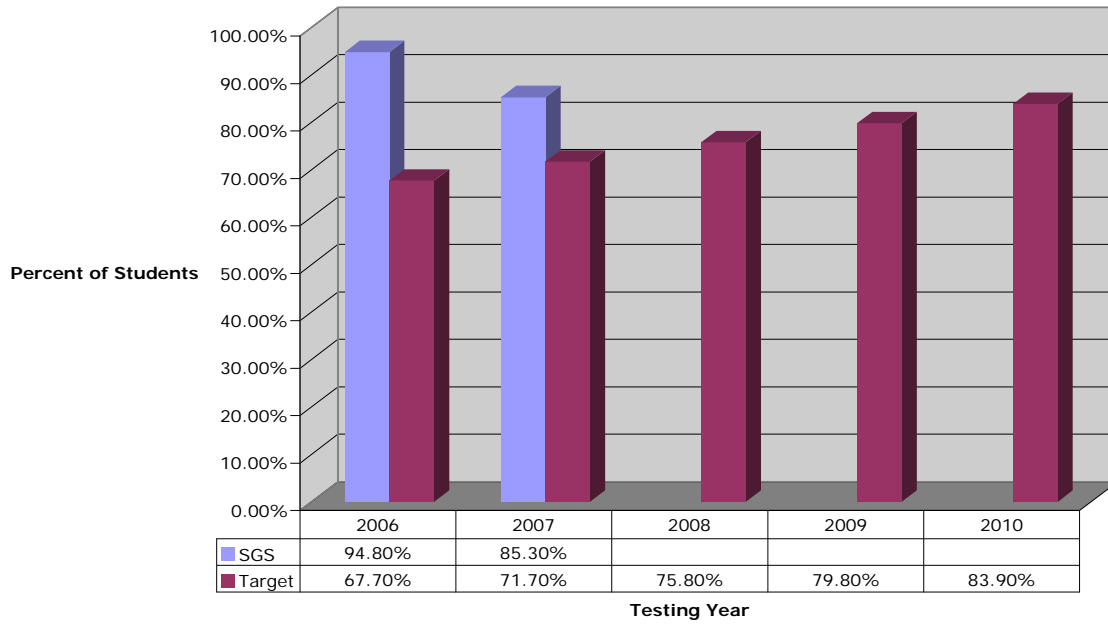
Sterling Grade School  
Sterling, Kansas

Sterling Grade School  
Sterling, Kansas

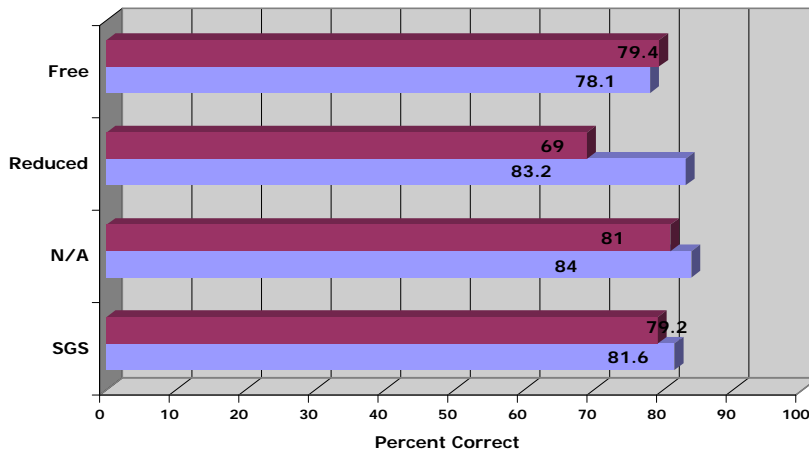
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## Sterling Grade School State Reading Assessment Results

### 3rd Grade Reading AYP Meets Standard or Above



### 3rd Grade Reading Assessment 2006

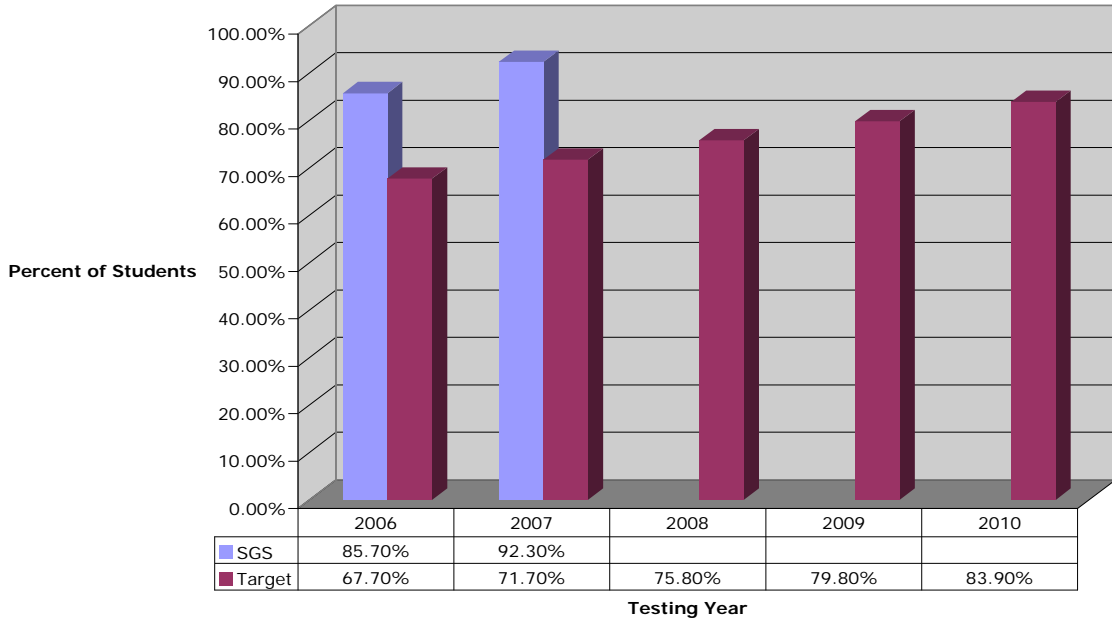


	SGS	N/A	Reduced	Free
2007	79.2	81	69	79.4
2006	81.6	84	83.2	78.1

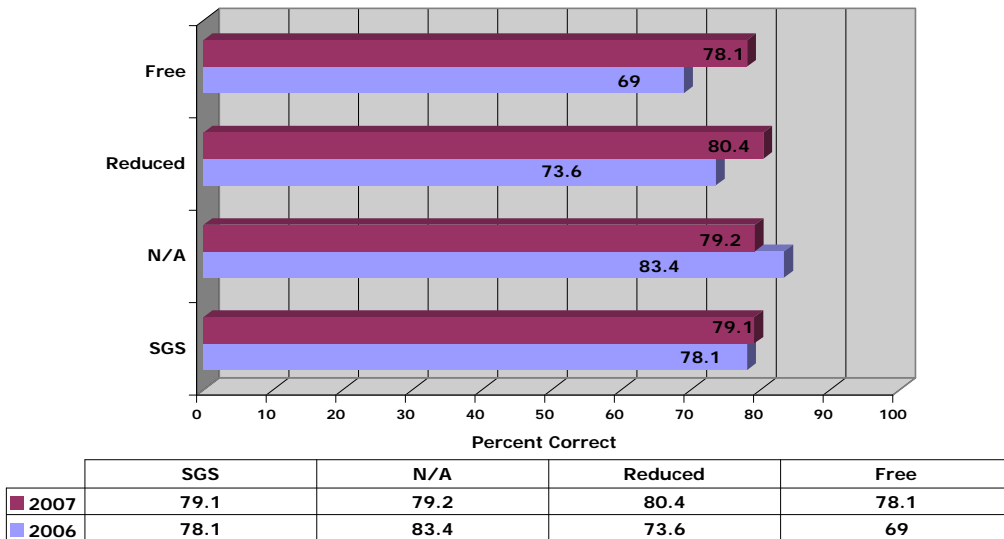
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## Sterling Grade School State Reading Assessment Results

### 4th Grade Reading AYP Meets Standard or Above

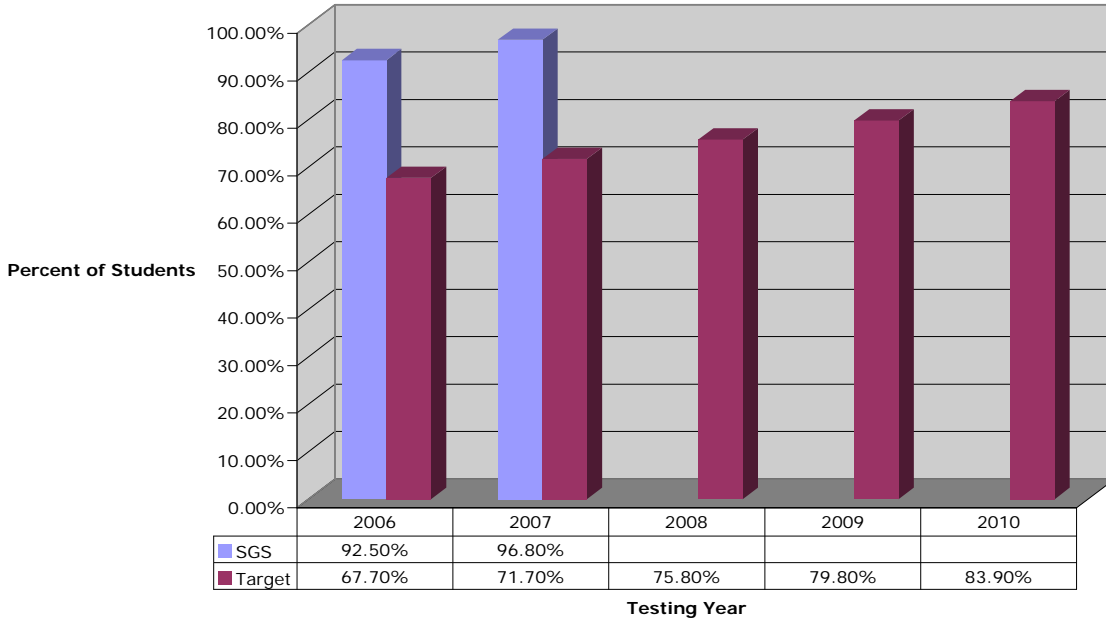


### 4th Grade Reading Assessment 2006

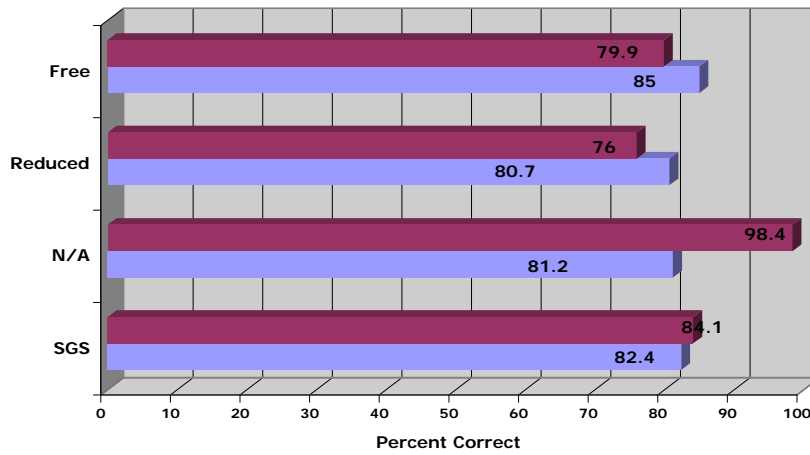


## Sterling Grade School State Reading Assessment Results

### 5th Grade Reading AYP Meets Standard or Above



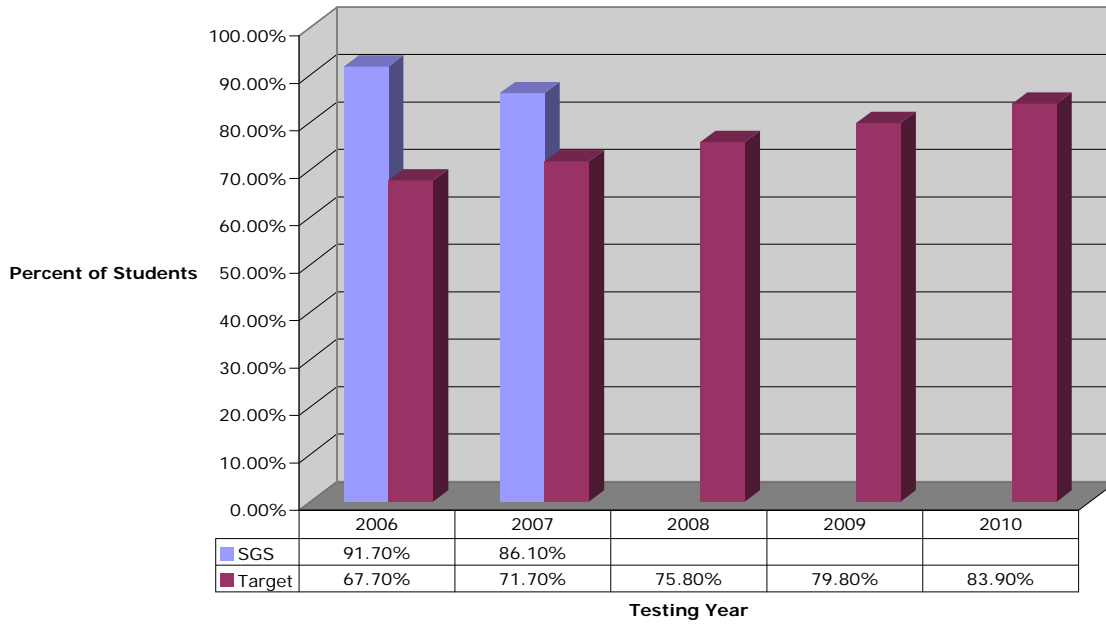
### 5th Grade Reading Assessment 2006



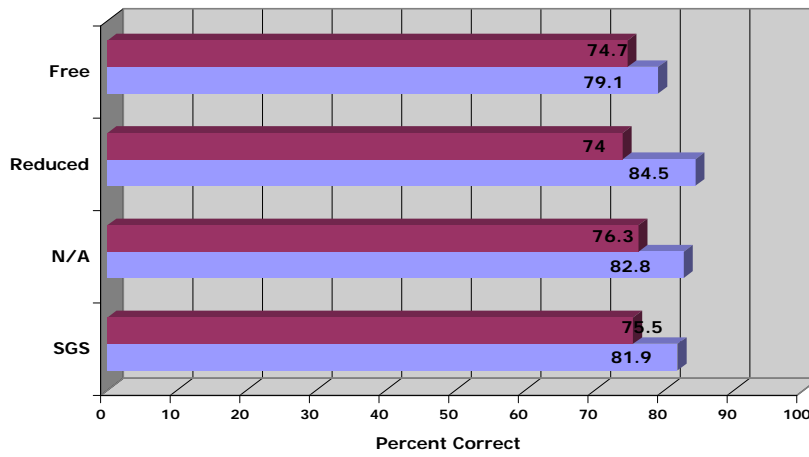
	SGS	N/A	Reduced	Free
2007	84.1	98.4	76	79.9
2007	82.4	81.2	80.7	85

# Sterling Grade School State Reading Assessment Results

## 6th Grade Reading AYP Meets Standard or Above



## 6th Grade Reading Assessment



	SGS	N/A	Reduced	Free
2007	75.5	76.3	74	74.7
2006	81.9	82.8	84.5	79.1







# **STERLING GRADE SCHOOL**

## **APPENDIX**

