



ANNUAL REPORT 2007-2008

The Woodward School for Technology and Research

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School Vision Statement

Creating a nurturing environment where children can grow and flourish to reach their full potential.

Positive Behavior Expectations

We are safe, take responsibility and respect others.

Highlights for 2007-2008

- 4th grade students represented WSTaR at the State of Michigan's History Day, 4 teams went to district finals and 4 teams went to state finals.
- Received the federal Magnet Schools Assistant Program grant.
- Outstanding Winter & Spring concerts.
- Drum Choir performance at Promise Week celebration.
- Outstanding parent participation at Math Family Fun Night, Literacy Night and the Family Picnic.
- WSTaR students participated and qualified for the State of Michigan History Day competition.
- Honored over 40 Star Students, with 100% parent participation for the breakfast. Supported by KCISF.
- Woodward made AYP (adequate yearly progress).
- Collaborated KCIS foundation to support parents and increase parent involvement.
- Celebrated 11-year partnership with Kalamazoo College in the following activities and projects: Over thousands of volunteers have worked as mentors, literacy tutors, math tutors, writing tutors, science mentors, and activity helpers; provided exciting enrichment opportunities for our children—After-school math & writing tutoring, Sisters In Science Mentors, and classroom literacy tutors.
- Strengthened partnership with Fair Food Matters: Growing Matters Garden to infuse The Roots of Knowledge Garden into curriculum.
- Implemented a Health & Wellness Committee and Building Guidelines, continued to serve as a model for the district Wellness Committee.
- Participated in FIT 2008.
- Served as Girls on the Run site.
- Offered after school PALS math & writing tutoring for 4th and 5th grade students.
- Supported four Parent Corps Workers to work with children in the classroom and support the teachers.
- Community Access Center aired several WSTaR broadcasts.
- Secured a KPS Innovative Learning Grant for Dedicated Parents as Partners grant focused improving parental involvement and decrease student referrals while supporting literacy.

Literacy Interventions

- WSTaR experienced the greatest literacy gains in kindergarten and first grade from fall of 2007 to spring 2008. The building wide data was used in the fall to

implement the following interventions for students at the strategic or benchmark level:

- 5-day kindergarten small group interventions.
- 20-30 minute targeted cross-grouping by grade level daily.
- Small group instruction by classroom teacher.
- Leveled reading books.
- Kalamazoo College One-on-one reading tutoring.
- Project Optimize 3-5 times a week.
- Software based Read Naturally program.
- Rewards program for upper grades.
- Reading Recovery program.
- Reading Mastery Fastcycle program.
- Small group instruction and progress monitoring.
- Small group instruction with Title I facilitator.
- PALS after school program.
- Repeated reading.
- Weekly grade level meetings, increase of collegial collaboration.
- 50-Minutes twice weekly of magnet enrichment.

Positive Behavior

We have seen a dramatic change in the building climate upon the implementation of the PBS "we are safe, take responsibly, and respect others." Our referrals have decreased from last year. Teachers and parents agree that the common language, rewarding and teaching of the behavior expectations have made a difference in the way the children behave and care about their school. However, we continue to have extremely challenging behaviors. Our goal is to address this behavior as a whole school and individually next year from the very beginning. Our support staff has worked directly with parents to help program was to familiarize parents with our school-wide behavior expectations and foster positive interactions with Woodward's support staff.

- Some Positive Behavior Supports interventions implemented this year include:
- Created Woodward PBS Handbook for staff.
- Updated Parent Handbook.
- Updated Parent/School/Student Compact.
- Beginning of the year PBS school wide teaching of expectations.
- Implementation of Character Education Traits: Respect, responsibility, trustworthiness, caring, fairness and citizenship.
- 2-Star Student Award Breakfasts (over 40 students honored): parents attended ceremony to honor students nominated by staff members for demonstrating

outstanding characteristics of the 6-Character Education traits.

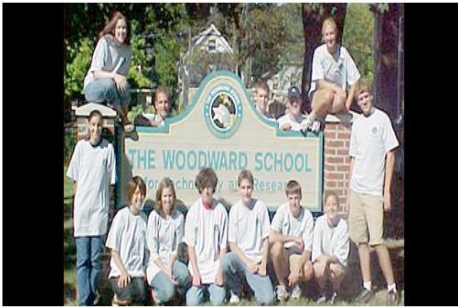
- MiBLSI Support team met monthly to make suggestions to improve behavior school-wide.

We have continued to see a dramatic decline in playground referrals due to the innovative recess program. Classroom teachers supervise students on the playground and use the time to teach positive social interaction and problem solving. This has been a wonderful for both students and staff.

Magnet

Students will explore the relationships of people's interactions with living systems by making choices to use the least amount of natural resources to sustain them over time.

Woodward School for Technology and Research has many strong ties with its surrounding community. Since becoming a magnet school, WSTaR has developed strong, ongoing partnerships with parents, area colleges, businesses, and other learning institutions.



The definition of *sustainable living* refers to a personal or community lifestyle that can be sustained over time using the least amount of natural resources.

This cyclical way of living changes the way that people think about their actions every time they make choices pertaining to transportation, housing, energy, and diet. **Our children will learn to live balanced lives that make for a healthy life (mind & body) and promote a healthier planet.**

Sustainability supports the idea that everything is connected from conception, production, consumption, and disposal.

Investigating regional environmental sustainability will challenge our students to use scientific research skills to look at how our actions affect the Great Lakes Region and how we can make decisions to promote a sustainable future.

School Community

The process by which students are assigned to district schools is as follows:

- Students can attend their home school based on specific attendance areas.
- Students can attend a magnet school. There are seven elementary magnet schools and two middle school magnet schools from which to choose.
- Students can attend any other district school as long as the district is not required to provide transportation.
- Enrollment will depend on the existence of adequate space within the building and grade level.
- 457 students K-6 attend WSTaR
- 1.5% Native American, 72.4% African American, 1.2% Asian American, 1.5% Hispanic and 23.5% Caucasian students
- 77% of the students are on free/reduced lunch
- Daily attendance rate of 92.1%
- Student suspension ratio of 72/457
- Conferences: 99% fall and 100% spring

Annual Yearly Progress

AYP Status	05-06	06-07	07-08
Phase 0 – 5	Phase 0	Phase 0	Phase 0
Met AYP	X	X	X
Did Not Meet AYP			
Composite Grade	C	C	C

Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters Degree.
- 25 teachers: 12 with a Bachelors Degree; 11 with a Masters Degree; and 2 with a Masters +30.
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

Parent Involvement

District Policy

The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

WSTaR Parent Involvement

School Improvement Team Meetings are held in the evenings to encourage parent participation. An agenda was published in the Weekly Newsletter prior to the meeting dates. School Improvement items were presented at the PTO meetings as well as shared with the community. WSTaR web page was updated monthly. The School Improvement Plan was also part of the web page and suggestions may be made via email to the principal.

A WSTaR Parent Handbook was sent to all families at the beginning of the year. The Handbook has a Parent-Student-Teacher Compact and also outlines important building policies and procedures to ensure a successful year. We have Title I Parent Corps opportunities, Monthly activities: Open House, Math Family Fun Night, Literacy Night, Science Expo, Science Day, KAMSC Science Night, Magnet Theme based field trips, Kalamazoo Art-Hop and the WSTaR Family Picnic. We offer a variety of on-site parenting classes through Region 12 SAPE, which focuses on parenting skills for behavior, self-esteem and discipline as well as several literacy-training workshops for parents of students who are in need of academic support.

A School-Climate survey is administered at the beginning and end of the school year. Suggestions are used by the School Improvement Team to plan for the following school year. Parents are encouraged to give constructive feedback through the weekly newsletter, website and individual conferences.

School Improvement Planning

All school improvement materials are housed in the principal's office and meetings are held every 4th Monday of the month at 3:30 p.m. It is the task of the School Improvement Team, the entire building staff and district administration to adopt procedures ensuring that all groups of students become proficient in the core areas. The School Improvement Team, in conjunction with the district coordinator of assessments, determines what will be needed to fully evaluate student achievement. The School Improvement Team Plans are developed through discussion by the team. Information is shared and discussed with the entire staff and PTO for their recommendations. The School Improvement Team evaluates the input and makes a final decision pending administrative approval. The results and evaluation of WSTaR's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

DATA (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

Key:

All – All WSTaR students tested

F.R. – Free/Reduced Lunch

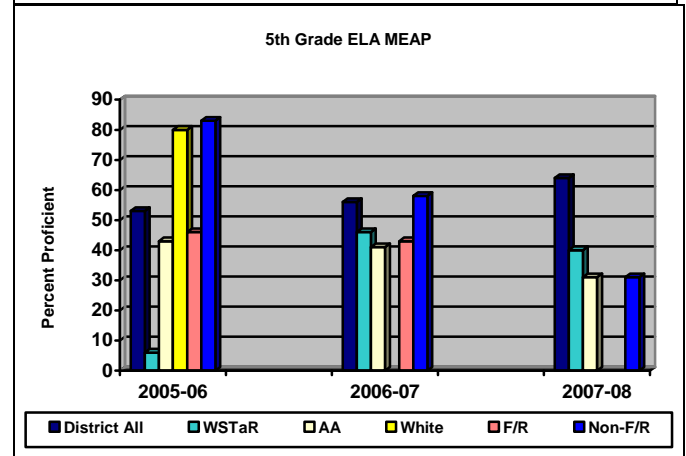
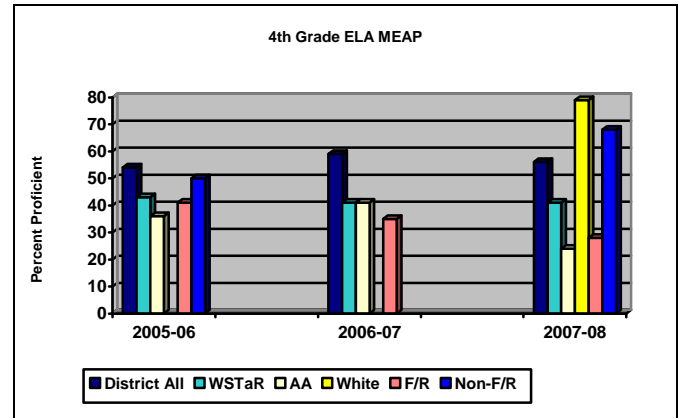
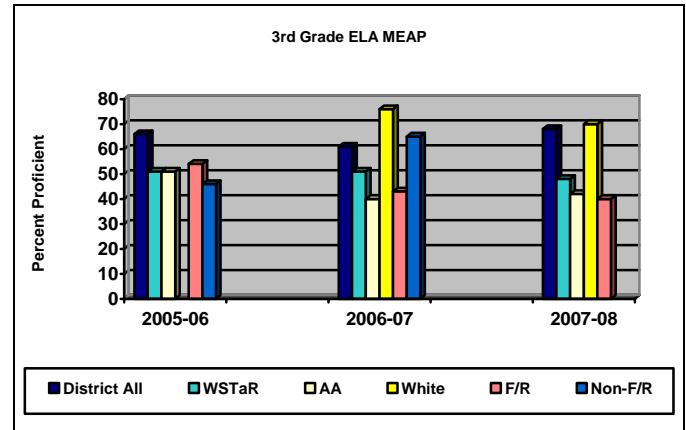
AA – African American

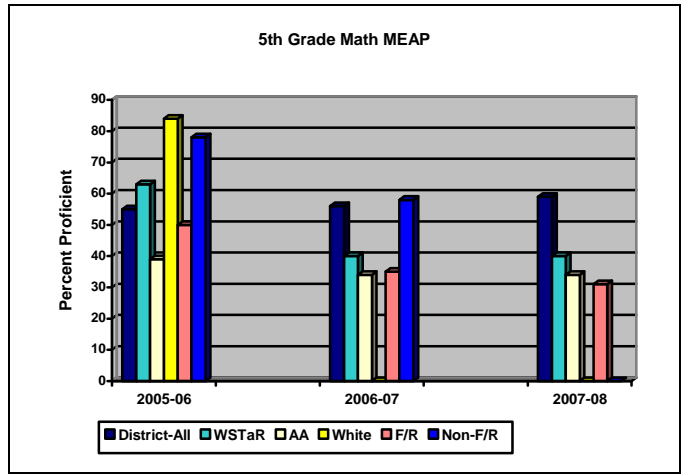
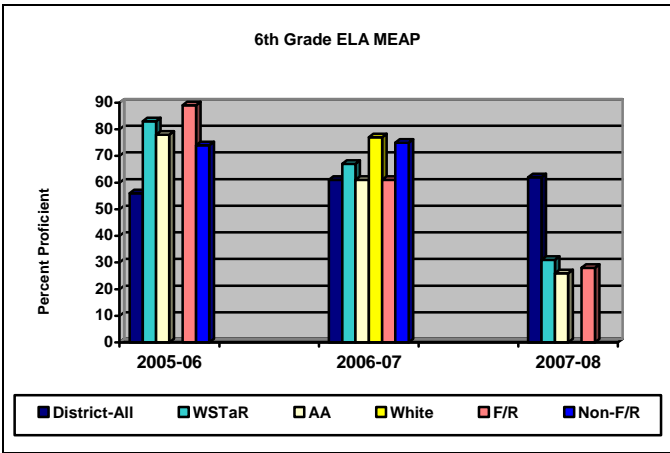
N-F.R. – Non Free/Reduced Lunch

W – White

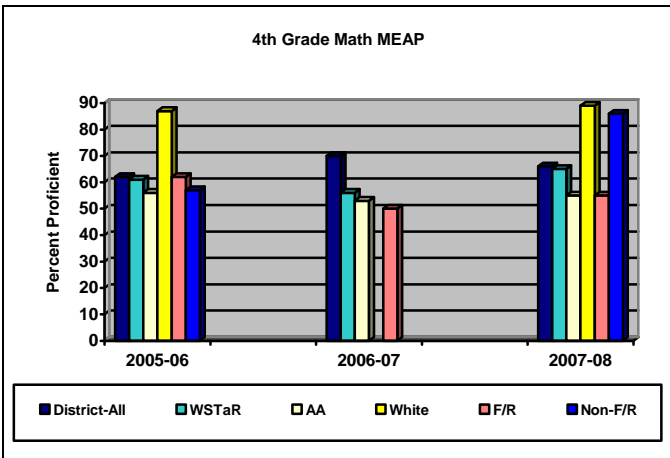
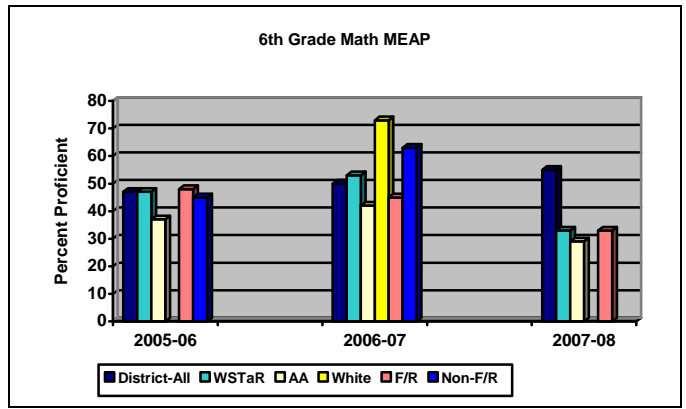
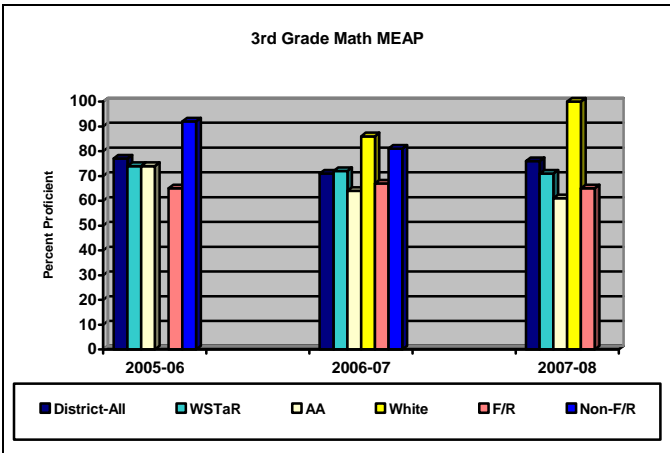
All proficiency scores are for categories with 10 or more students.

English Language Arts – State Proficiency Targets
 3rd grade – 60% 4th grade – 59%
 5th grade – 57% 6th grade – 56%





Mathematics – State Proficiency Targets
 3rd grade – 67% 4th grade – 65%
 5th grade – 62% 6th grade – 60%



Nationally Normed Achievement Test – ITBS

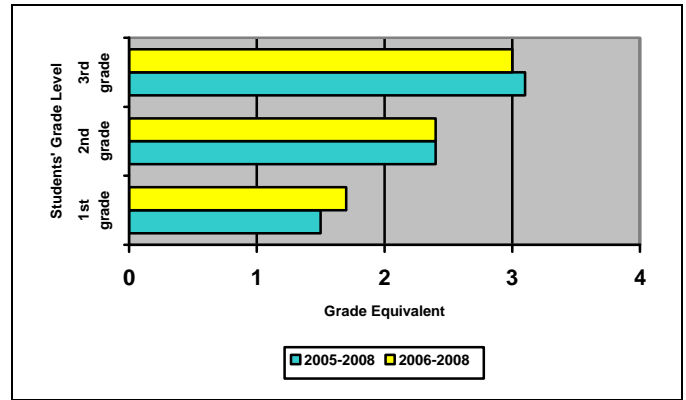
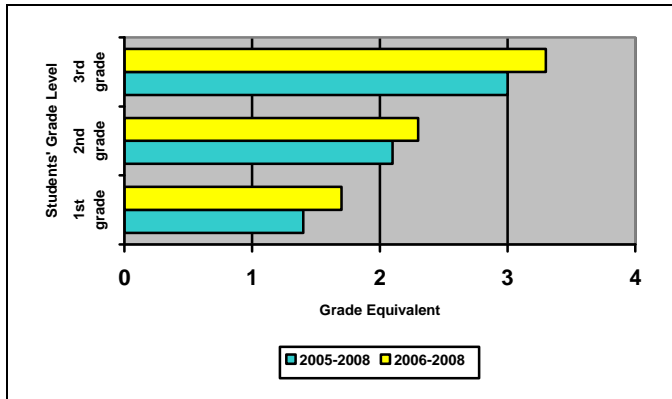
Expectation is that all students are reading or performing math at or above grade-level by third grade.

W – WSTaR D – District

	Reading Grade Equivalents					
	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	1.8	1.8	1.4	1.8	1.6	1.8
African American	1.6	1.5	1.4	1.5	1.6	1.5
Hispanic	NA	1.5	--	1.5	--	1.6
White	2.7	2.1	1.5	2.1	1.9	2.1
Non-Free/Reduced	1.7	2.3	1.9	2.3	1.9	2.2
Free/Reduced	1.5	1.5	1.3	1.6	1.5	1.6
Non-Special Needs	1.8	1.8	1.4	1.8	1.6	1.9
Special Needs	NA	1.5	--	1.3	--	1.4
Grade 2 – Total	2.3	2.6	2.3	2.8	2.4	2.8
African American	2.3	2.3	2.2	2.4	2.3	2.4
Hispanic	3.2	2.3	--	2.6	--	2.4
White	3.2	3.0	2.8	3.1	2.9	3.4
Non-Free/Reduced	3.2	3.3	2.8	3.5	3.4	3.8
Free/Reduced	2.1	2.3	2.1	2.4	2.2	2.4
Non-Special Needs	2.3	2.6	2.3	2.8	2.4	2.9
Special Needs	2.0	1.8	--	1.8	--	2.3
Grade 3 – Total	3.0	3.6	3.3	3.5	3.1	3.7
African American	2.8	3.1	2.9	3.0	2.9	3.2
Hispanic	NA	3.1	3.1	3.1	--	3.4
White	4.3	4.2	4.2	4.1	4.6	4.3
Non-Free/Reduced	3.0	4.4	4.0	4.4	4.3	4.7
Free/Reduced	3.0	3.1	2.9	3.1	2.9	3.3
Non-Special Needs	3.0	3.7	3.3	3.5	3.1	3.8

Reading Grade Equivalents						
	05-06		06-07		07-08	
	W	D	W	D	W	D
Special Needs	3.0	2.6	3.3	2.7	--	2.8

In the chart below, each color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA reading assessment



Math Grade Equivalents						
Category	05-06		06-07		08-09	
	W	D	W	D	W	D
Grade 1 – Total	1.7	1.5	1.2	1.5	1.6	1.6
African American	1.9	1.6	1.2	1.5	1.6	1.6
Black	1.6	1.3	1.2	1.2	1.3	1.3
Hispanic	NA	1.4	--	1.3	--	1.6
White	2.3	1.9	1.4	1.9	1.9	1.8
Non-Free/Reduced	1.3	2.0	1.6	2.0	1.7	1.9
Free/Reduced	1.3	1.3	1.1	1.3	1.4	1.4
Non-Special Needs	2.7	1.5	1.2	1.5	1.8	1.6
Special Needs	NA	1.1	--	1.0	--	1.2
Grade 2 – Total	2.4	2.5	2.4	2.6	2.3	2.5
African American	2.2	2.3	2.3	2.2	2.2	2.2
Hispanic	2.8	2.3	--	2.5	--	2.4
White	3.0	2.9	2.8	3.0	2.6	3.1
Non-Free/Reduced	2.8	3.2	2.6	3.2	2.8	3.2
Free/Reduced	2.2	2.3	2.3	2.3	2.2	2.3
Non-Special Needs	2.4	2.5	2.4	2.6	2.3	2.6
Special Needs	1.5	1.8	--	1.7	--	2.2
Grade 3 – Total	3.0	3.4	3.1	3.3	3.1	3.7
African American	2.8	3.0	2.8	2.9	2.9	3.1
Hispanic	NA	3.3	3.2	3.0	--	3.3
White	4.5	3.9	3.8	3.9	3.9	4.0
Non-Free/Reduced	3.5	4.1	3.6	4.0	3.6	4.3
Free/Reduced	3.0	3.1	2.8	3.0	2.9	3.2
Non-Special Needs	2.9	3.5	3.1	3.4	3.0	3.6
Special Needs	3.3	2.5	3.1	2.8	--	2.7

In the chart below, each color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA math assessment

Measurable Objectives for 2008-2009 School Improvement

- 60% of African American students in Grade 3 Grade African American will score proficient in reading on the ELA MEAP test.
- 56% of Economically Disadvantaged students in Grade 6 will score proficient in writing on the ELA MEAP test.
- 100% of 3rd grade students will perform at or above benchmark on the DIBELS test.
- 100% of 4th grade students will perform at or above benchmark on the DIBELS test.
- 100% of 5th grade students will perform at or above benchmark on the DIBELS test.
- 100% of 6th grade students will perform at or above benchmark on the DIBELS test.
- 59% of African American students in Grade 4 Grade African American will score proficient in writing on the ELA MEAP test.
- 57% of Economically Disadvantaged students in Grade 5 will score proficient in writing on the ELA MEAP test.
- 56% of Economically Disadvantaged students in Grade 6 will score proficient in writing on the ELA MEAP test.
- 67% of each student subgroup in Grade 3 will score proficient on the MEAP Math test.
- 65% of each student subgroup in Grade 4 will score proficient on the MEAP Math test.
- 50% of Black students in Grade 3 will score at grade level on the IOWA Test of Basic Skills.
- 50% of Black students in Grade 4 will score at grade level on the IOWA Test of Basic Skills.