



SAGE End of Year Report / Contract Update 2005-06

Introduction Page

Before beginning the SAGE End of Year Report, please click on the link directly below to open the SAGE EOY Companion site:

SAGE EOY Companion Site (http://varc.wceruw.org/sage/eoy_help.html)

As you complete the SAGE EOY Report, you will keep two windows in your browser open, one for the Report and one for the Companion site (varc.wceruw.org/sage/eoy_help.html). The Companion site includes four items:

- a calculator,
- a listing the district/school names and codes
- additional instructions for Questions #11 and #13
- a link for the SAGE Implementation Planning Committee Signature Page

Please use the instructions given through the SAGE EOY Report to complete each of the questions. When you click on the 'Next' button (found at the bottom of each screen), you will be moved to the next set of questions, and your answers on the screen you are currently working on will be saved. You may go back and revise your answers by clicking on the 'Back' button. Please do not click on the 'Cancel' button for this will close your browser window and any answers you have provided on the page you are currently viewing will not be saved.

You do not have to complete the SAGE EOY Report in one sitting. You may close your browser at any time and use your unique web site address provided to you in your SAGE EOY Report Invitation email to return to the Report at your convenience--just be sure to click the 'Next' button before quitting, so that all your current work is saved. When you return to the Report, you will again begin at the introduction page; just keep clicking the 'Next' button to bring yourself up to the spot where you left off. When you reach the end of the SAGE EOY Report, please click the 'Done' button found on the last page. Even though you have completed the report, you will still be able to edit your answers until the end of the SAGE EOY Reporting period, July 31, 2006.

To print a hard copy of your report answers, please go page by page and for each page click on File from your browser's main menu and then choose the print option. The Report includes approximately 20 screens, just under 50 total questions.

If you have questions or are in need of assistance, please contact Sandra Ryan at sandra.ryan@dpi.state.wi.us or 608-266-7283.

General Information

1. In the spaces provided below, please enter the appropriate information. (See **SAGE EOY Companion Site for district and school codes**)

LEA (District) Code	_____
School Code	_____
District Name	_____
School Name	_____
SAGE Contact Person	_____
SAGE Contact Person Phone	_____
SAGE Contact Person Email	_____
Person Completing Form	_____
Person Completing Form Phone	_____
Person Completing Form Email	_____

Program Requirements

2. **Class Size** - The statutes (s. 118.43(3)(a)) require the school board for each participating school to reduce class size to 15 students in grades kindergarten to 3. The law defines class size as the number of pupils assigned to a regular classroom teacher.

Indicate the number of classes or sections, at each grade level, for which the teaching arrangements listed below applied.

(Place your cursor in the appropriate cell to enter the number of classes or sections with that structure.)

	K	K-1 Multiage	1	1-2 Multiage	2	2-3 Multiage	3
Number of classes or sections with a full-time teacher for up to 15 students:							
Number of classes or sections with 2 full-time teachers for up to 30 students:							
Number of classes or sections for which a part-time teacher was brought in to reduce class sizes for reading, language arts, and math instruction:							
Total number of classes or sections:							

3. **Class Size** - If at any time during the current school year, a regular classroom teacher in the SAGE grades was assigned more than 15 pupils or was regularly required to provide any instruction to more than 15 pupils at one time, choose the best explanation from the list below.

not enough SAGE aid to fund all teachers needed

enrollment grew during the year

no space to add class sections

children with disabilities moved from self-contained classroom

Other (please explain) _____

Program Requirements

4. **Class Size** - The statutes (s.118.43(4)(a)) require each contract to include a description of how each program requirement will be implemented. Indicate for next year:

- expected enrollment for each grade
- number of teachers to be employed

If any of the pupils are going to be served in multiage groups, count them in the grade where they will be reported for DPI enrollment purposes next fall.

For the purposes of calculating average class size below, an electronic calculator is available at the companion web site (containing the school codes).

Kindergarten - Expected Enrollment	
Kindergarten - Number of FTE Teachers to be employed	
Kindergarten - Pupil/Teacher ratio (Divide the expected enrollment by the number of FTE teachers)	
Grade 1 - Expected Enrollment	
Grade 1 - Number of FTE Teachers to be employed	
Grade 1 - Pupil/Teacher ratio (Divide the expected enrollment by the number of FTE teachers)	
Grade 2 - Expected Enrollment	
Grade 2 - Number of FTE Teachers to be employed	
Grade 2 - Pupil/Teacher ratio (Divide the expected enrollment by the number of FTE teachers)	
Grade 3 - Expected Enrollment	
Grade 3 - Number of FTE Teachers to be employed	
Grade 3 - Pupil/Teacher ratio (Divide the expected enrollment by the number of FTE teachers)	

5. **Class Size** - If the plan includes any ratio greater than 15 choose the best explanation from the list below. Check all that apply

not enough SAGE aid for more teachers

there is no space for new class sections

more teachers will be hired if needed next fall

Other (please describe) _____

Program Requirements

6. Of the K through Grade 3 classes taught in this building in the 2005-06 school year, what percent were taught by a first year teacher?

Enter the whole number percent into the space provided (i.e. 85, NOT 0.85)

7. What is the approximate percentage of Grade K-3 students that enroll in this school at the beginning and maintain their enrollment to the end of the school year?

Enter the whole number percent into the space provided (i.e. 85, NOT 0.85)

8. What is the approximate percentage of Grade K-3 students that enroll in this school at some point in the year after the third Friday in September count date?

Enter the whole number percent into the space provided (i.e. 85, NOT 0.85)

Program Requirements

9. Education and Community Services - The statutes (s. 118.43(3)(b)) require the board for each participating school to keep the school open every day from early in the morning until late in the day as specified in the contract.

Building Hours - In the boxes below, please provide information about the total number of hours this school building was open for scheduled student, family or community services or activities during the **current school year**, and an estimate of the total number of hours the building is expected to be open for such activities **next school year**.

	Approximate Number of Hours, Current School Year	Approximate Number of Hours Planned, Next School Year
Before regular school day		
After the regular school day		
During the summer		
On weekends		

10. Building Hours - If no activities took place outside the school day for the current school year, why not? Please check the best answer.

- most students are bussed
- no interest from parents/community
- school starts too early
- no funds to pay for programs
- programs were cancelled/too few participants
- no staff person available to coordinate

Program Requirements

11. Education and Community Services - The statutes (s. 118.43(3)(b)) require the board to collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents.

Student Activities: If any activities or services within the categories listed below were provided in this school this past year indicate:

- **Hours:** The approximate total number of hours of activities within each category.
- **Participants:** An unduplicated count of the total number of children that participated in activities within each category.

An exact total or count is not necessary--a close estimate will be sufficient to document the board's good faith effort to comply with the SAGE community collaboration requirement. **(See the SAGE companion site for additional instructions.)**

	Approximate Total Number of Hours , Current School Year	Approximate Total Number of Students , Current School Year
Academic Support		
Recreation and Sports		
Preschool programming		
Health and Wellness		
Other (specify activity/service below)		

12. If you entered hours for the "other" category in the activity/service question above, please specify what the activity/service is in the space provided.

Other _____

Program Requirements

13. Education and Community Services - The statutes require the board for each participating SAGE school to collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all district residents (s.118.43 (3) (b)).

Family/Community Activities: If any activities or services within the categories listed below were provided in this school this past year indicate:

- **Hours:** the approximate total number of hours of activities within each category.
- **Participants:** a count of the total number of persons that participated in activities or received services within each category this past year, if a count or estimate is available.

An exact total or count is not necessary--a close estimate will be sufficient to document the board's good faith effort to comply with the SAGE community collaboration requirement. **(See the SAGE companion site for additional instructions.)**

	Approximate Total Number of Hours , Current School Year	Approximate Total Number of Students , Current School Year
Adult Enrichment/Community Education Programs		
Adult Basic Education/GED/ESL Instruction		
Social Services/Health/Wellness Services		
Family/Parenting Classes/Services		
School Governance/Advisory Council/PTA/PTO		
Family/Community Night Events		
Adult/Community Recreation/Athletics		
Other (specify activity/service below)		

14. If you entered hours for the "other" category in the activity/service question above, please specify what the activity/service is in the space provided.

Other _____

Program Requirements

15 Curriculum: The statutes (s. 118.43(3)(c)) require the board of each participating school to provide a rigorous academic curriculum designed to improve pupil achievement, to review the curriculum to determine how well it promotes achievement, and, if necessary, outline changes needed to improve achievement.

Curriculum Review: When was the last academic year the school's curriculum was reviewed in each of the following grades and subject areas? For each cell please indicate the academic year for each subject area across grades K through 3. **For example, if the Mathematics curriculum was last reviewed during the 2001/2002 school year, please put '2001' in the corresponding cell.**

	K	1	2	3
Language Arts				
Mathematics				
Reading				
Science				
Social Studies				

16. Are any of the following comprehensive school reform or curriculum models used in this school?
Please check all that apply.

Direct Instruction

Success for All/Roots and Wings

Accelerated Schools

Professional Learning Communities

Comer School Development Program

Coalition of Essential Schools

Other, please specify _____

Program Requirements

17. **Planning Time:** The statutes (s. 118.43(3)(d)2) require the board of each participating school to provide time for employees to collaborate and plan.

Please use the text boxes to answer each of the following:

	Approximate Minutes Per Week, Current School Year
Staff Planning (individual): On the average, how many minutes of planning time per week are provided to an individual teacher in the SAGE grades during the school day?	
Staff Planning (group): On the average, about how many minutes per week do teachers in SAGE grades have to plan together in groups such as grade level teams or cross-grade teams?	

Program Requirements

18. Measures of Achievement: The statutes (s. 118.43(4)(b)) require each achievement guarantee contract to include a description of the method that the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

Please describe any of the methods currently in use in the school district to compare the performance of pupils in this school to the performance of other pupils in the district, or to determine if the pupils in this school are meeting the academic achievement goals of the district.

19. WKCE-CRT Scores: The statutes (s. 118.43 (4)(c)1)) require that each school's performance objectives shall include, where applicable, improvement in the scores on the examinations administered to pupils under s. 121.02(1)(r), If this school includes third grade, complete the following.

Third Grade Reading Scores - Indicate, for each student subgroup reported for AYP purposes, the percentage of students scoring as proficient and advanced on reading at the third grade.

20. District Educational Goals: The statutes (s. 118.43 (4)(c) 2)) require that each school's performance objectives shall include the attainment of any educational goals adopted by the school board.

Are there any district educational goals applicable to this school?

Yes
 No

21. Has this school met all applicable district educational goals?

Yes
 No

Program Requirements

22. Action plans to improve student achievement: What actions has your school taken this year and what actions do you have planned for next year to improve student achievement or meet other goals?

Please check all that apply

	This Year	Next Year
Implement strategies for best practices in content areas		
Provide professional development on teaching strategies for small classes		
Design and implement family participation activities in response to community needs		
Support teaming and collaboration through professional development & scheduling		
Implement staff evaluation practices to improve teaching effectiveness		
Utilize data to identify individual & group achievement patterns and design curriculum & instructional practice		

23. Please specify any other actions your school has taken **this year** to improve student achievement:

24. Please specify any other actions your school will take **next year** to improve student achievement:

Program Requirements

25. Professional Development: The statutes (s. 118.43 (4)(c) 3)) require that each school's performance objectives shall include professional development with the objective of improving pupil academic achievement.

Does this school have a plan in place that includes explicit goals for professional development specifically focused on improving academic achievement?

Yes

No

Program Requirements

26. Professional Development: SAGE law requires:

- The school board to provide a one-year program for all new employees in a SAGE school to help them make a transition from their previous employment or school to their current job (s.118.43(3)(d)1)
- Each teacher and administrator in a participating school to submit to the board a professional development plan that focuses on how the individual will help improve pupil achievement and includes how the success of the plan will be evaluated by a variety of sources (s.118.43(3)(d)3)
- The school board for each participating SAGE school to regularly review staff development plans to determine if they are effective in helping to improve pupil academic achievement (s.118.43(3)(d)4)

Professional Development Objectives: Does the school or district provide any of the following professional development programs, services, or activities for administrators, SAGE teachers, or other certified instructional staff?

Please check all that apply.

	Administrators	K-3 Teachers	Other Certified Instructional Staff
Support to develop a written Professional Development Plan (PDP)			
A transition/orientation for employees new to the SAGE program			
Training to improve use of student assessment data			
Support to gain greater understanding of Wisconsin Student Standards and assessment frameworks			
Support for effective implementation of specific curriculum in a content area			
Training regarding effective team teaching arrangements			
Support for implementing pedagogical techniques for smaller classes			
Professional development related to differentiation of instruction			
Professional development related to improving classroom management			
Professional development related to improving family and community relations			
Professional development related to improving instruction for children with special needs			
Professional development related to improving instruction for English language learners			
Professional development related to increasing student engagement or motivation			
Professional development related to increasing use of small group or hands-on activities			

Program Requirements

27. How often are professional development plans focused on improving pupil academic achievement prepared for:

	Once per year	Once every 2 years	Once every 3 years	Once every 4 years or less	Not done
Administrators?					
SAGE Teachers?					
Other Certified Instructional Staff?					

28. **Plan Review:** How often is the success of the plan evaluated for:

	Once per year	Once every 2 years	Once every 3 years	Once every 4 years or less	Not evaluated
Administrators?					
SAGE Teachers?					
Other Certified Instructional Staff?					

29. Please describe the method(s) used to evaluate the success of the plans.

Program Requirements

30. Individual Professional Development Plans: If teachers and/or administrators in this school currently utilize individual professional development plans select the best description of those plans below.

Individual written plan only required for initial educators

All/most staff put formal plans in writing

All/most staff use informal plans

Staff/supervisors discuss plans/goals verbally

Plans made for school-not individuals

No PDP process in place yet

Program Requirements

31. **Staff Evaluation Process:** The law (s. 118.43(3)(d) 5.) requires the board of each participating school to (1) establish an evaluation process for professional staff members that identifies individual strengths and weaknesses, (2) clearly describe areas in need of improvement, (3) include a support plan that provides opportunities to learn and improve, (4) document performance in accordance with the plan, (5) allow professional staff members to comment on and contribute to revisions of the evaluation process, and (6) provide for the dismissal of professional staff members whose failure to learn and improve has been documented over a two-year period.

Does the process for **administrators** include the required components?

Yes

No

32. Does the process for **teachers** include the required components?

Yes

No

Outcome Requirements

33. **Community Involvement in Decision-Making:** The statutes (s. 118.43 (4)(c) 4)) require that each school's performance objectives shall include the methods by which the school involves pupils, parents or guardians of pupils, and other school district residents in decisions affecting the school.

Does this school have a structure that involves **parents or guardians** of pupils in its decision-making process?

Yes

No

34. Does this school have a structure that involves **students** in its decision-making process?

Yes

No

35. From the list below, select the primary method currently used by the school to involve students, families, and other district residents in decisions affecting the school.

Site-based Management Team

School Advisory Council

SAGE Planning Group

Surveys

Parent/Teacher Organization

Title I Parent Meetings

School Structure

36. Changes in School Structure: The DPI SAGE guidelines define structural changes to include adding classrooms or class sections, modifications in the grade range included in the school, major modifications to attendance areas, consolidation of two or more schools into a single facility, closing of a school, or reopening the school with a different focus or staff. Programmatic changes include transition to a district-wide magnet program, implementation of a new curriculum focus, or conversion to a charter school.

Will this school continue to participate in the SAGE program next year?

Yes

No

If answer to 36 is 'Yes', continue on to the next page (Page #21), Question #37

If answer to 36 is 'no', go to Page #26, Question #37

School Structure

37. Will there be any change in structure?

Yes

No

38. From the choices below, choose the description for the most significant change that will take place in the **next school year** - relating to grades K-3 in this school or relating to this school.

K-3 Classrooms/Sections will be Added

K-3 Classrooms/Sections will be Reduced

School will Move to a New Building

New Charter will be Created in Part of the Building

Move to Full Day Kindergarten

Not Applicable

Funding Program Requirements

39. Resources: For each of the four SAGE program areas (class size reduction, family and community services, rigorous curriculum, and teacher and staff development) please check the sources this school uses to fund activities in each area.

Please check all that apply.

	Class Size Reduction	Family & Community Services	Rigorous Curriculum	Teacher & Staff Development
SAGE Aid				
Other State Aids				
District Funds				
Federal Title I				
Federal Title II				
Foundation or Private Funds				
Other Federal programs (Such as IDEA, Title 7 bilingual education funds, or Title 9 funds for Indian educational services)				

40. If you are unable to answer this question because these decisions are made at the district level, check below:

Decisions are made at the district level

41. **Coordination:** To what extent is this school able to...

	Not done	To a small extent	To a moderate extent	To a great extent
use non-SAGE funding for initiatives or programs that complement SAGE-funded efforts?				
coordinate Title I programs with SAGE?				
coordinate ELL programs with SAGE?				
coordinate Special Education programs with SAGE?				

Funding Program Requirements

42. **SAGE Support:** To what extent has your district...

	Not done	To a small extent	To a moderate extent	To a great extent
created opportunities for SAGE school principals to analyze student achievement data related to SAGE?				
provided information about high quality support providers that can help the school make SAGE work?				
provided the resources needed to do a good job of implementing SAGE at this school?				
created structures and opportunities for collaboration among SAGE schools and teachers?				
adapted its rules and procedures where needed to make SAGE work?				

Program Narrative-Optional

The data and information collected in the previous sections of this report tell only part of the story of the SAGE program in your school. Please take this opportunity to provide a more complete description of the positive and negative aspects of the program.

43. Positive Benefits of the SAGE Program: Describe the most positive benefits or outcomes of the program that have occurred to date, the expanded programming or additional services you have been able to provide to students, staff, or the community through the use of SAGE aid, or other good news about the program in your school that you would like to share.

44. Negative Consequences of the SAGE Program: Describe any major problems, concerns, or negative unintended consequences that have occurred in your school community due to the implementation of the SAGE program and indicate what is being done to deal with them.

45. Have phone calls or e-mails to the DPI been answered promptly?

- Yes
 No

46. Have you found the DPI SAGE web site useful?

- Yes
 No

Program Narrative-Optional

47. Use the space provided below for general comments or suggestions for improvement.

48. Please click on the 'Yes' button below when you have completed all your work, **and plan to make no more revisions**, on this report.

Yes, I have completed the report and will not make any further revisions

School Structure

37. From the choices below, please select the primary reason your school will not participate in SAGE next year:

Not Enough SAGE Aid to Fund Teachers Needed

District Unable to Provide Local Funds

No Space for More Sections

SAGE benefits not worth the cost

School will be Closed

School restructuring-no more grades K-3

Funding Program Requirements

38. Resources: For each of the four SAGE program areas (class size reduction, family and community services, rigorous curriculum, and teacher and staff development) please check the sources this school uses to fund activities in each area.

Please check all that apply.

	Class Size Reduction	Family & Community Services	Rigorous Curriculum	Teacher & Staff Development
SAGE Aid				
Other State Aids				
District Funds				
Federal Title I				
Federal Title II				
Foundation or Private Funds				
Other Federal programs (Such as IDEA, Title 7 bilingual education funds, or Title 9 funds for Indian educational services)				

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	Not done	To a small extent	To a moderate extent	To a great extent
use non-SAGE funding for initiatives or programs that complement SAGE-funded efforts?				
coordinate Title I programs with SAGE?				
coordinate ELL programs with SAGE?				
coordinate Special Education programs with SAGE?				

Funding Program Requirements

41. **SAGE Support:** To what extent has your district...

	Not done	To a small extent	To a moderate extent	To a great extent
created opportunities for SAGE school principals to analyze student achievement data related to SAGE?				
provided information about high quality support providers that can help the school make SAGE work?				
provided the resources needed to do a good job of implementing SAGE at this school?				
created structures and opportunities for collaboration among SAGE schools and teachers?				
adapted its rules and procedures where needed to make SAGE work?				

Program Narrative-Optional

The data and information collected in the previous sections of this report tell only part of the story of the SAGE program in your school. Please take this opportunity to provide a more complete description of the positive and negative aspects of the program.

42. Positive Benefits of the SAGE Program: Describe the most positive benefits or outcomes of the program that have occurred to date, the expanded programming or additional services you have been able to provide to students, staff, or the community through the use of SAGE aid, or other good news about the program in your school that you would like to share.

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44. Have phone calls or e-mails to the DPI been answered promptly?

- Yes
 No

45. Have you found the DPI SAGE web site useful?

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 No

Program Narrative-Optional

46. Use the space provided below for general comments or suggestions for improvement.

47. Please click on the 'Yes' button below when you have completed all your work, **and plan to make no more revisions**, on this report.

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