2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [X] Title I [ ] Magnet [ ] Choice

Name of Principal Mr. Daniel Phillip Hester
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Woodrow Wilson Elementary School
(As it should appear in the official records)

School Mailing Address 8710 W. Orchard Street
(If address is P.O. Box, also include street address.)

West Allis	Wisconsin	53214-4399
City	State	Zip Code+4(9 digits total)

County Milwaukee State School Code Number* 480

Telephone (414) 604-4811 Fax (414) 256-6781

Web site/URL www.wawm.k12.wi.us E-mail hestd@wawm.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Mr. Kurt D. Wachholz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of West Allis-West Milwaukee Tel. (414) 604-3000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Darlene Ziemendorf
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

12	Elementary schools
2	Middle schools
0	Junior High Schools
2	High schools
1	Other
17	TOTAL

2. District Per Pupil Expenditure: 10754

   Average State Per Pupil Expenditure: 11052

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 16 Number of years the principal has been in her/his position at this school.

   0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	15	22	37	**7**	0	0	0
K	26	27	53	**8**	0	0	0
1	38	24	62	**9**	0	0	0
2	27	29	56	**10**	0	0	0
3	27	30	57	**11**	0	0	0
4	19	34	53	**12**	0	0	0
5	22	28	50	**Other**	0	0	0
6	12	20	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL							400

6. Racial/ethnic composition of the school:

2	%	American Indian or Alaska Native
2	%	Asian or Pacific Islander
6	%	Black or African American
11	%	Hispanic or Latino
79	%	White
100	**%**	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 5 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	12
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	400
(5)	Total transferred students in row (3) divided by total students in row	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %

3 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: SPANISH

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 208

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

56 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
0	Deafness	11	Other Health Impairment
0	Deaf-Blindness	12	Specific Learning Disability
6	Emotional Disturbance	24	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
7	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	16	0
Special resource teachers/specialists	10	6
Paraprofessionals	2	0
Support Staff	4	3
Total number	33	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 25 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	94	%	95	%	96	%	96	%
Daily teacher attendance	99	%	97	%	98	%	99	%	99	%
Teacher turnover rate	11	%	0	%	11	%	15	%	4	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Woodrow Wilson School is one of twelve 4K through grade 6 neighborhood elementary schools in the West Allis-West Milwaukee School District, et al. located adjacent to the City of Milwaukee. We are a Title 1 School of 400 students with 52% of our student body eligible for free or reduced lunches. We take pride in striving to reach the 'Total Child' - making a commitment to address the affective and academic needs of each and every student in our charge.

This year our school was proud and honored to be selected by the Wisconsin Department of Public Instruction as a New Wisconsin Promise School of Recognition. To be eligible for this distinction, we needed to be a Title 1 School with a student population in the state top quartile of free/reduced percentages, achieve above-average student academic performance scores on state mandated testing, and have met and exceeded Adequate Yearly Progress (AYP) for two or more consecutive years.

Our mission at Wilson School is to provide a strong academic base and a caring educational environment for each of our learners. Our school closely partners with families and community to educate our students in the knowledge and skills necessary for them to be informed and productive citizens. To this end we believe that student achievement is our primary responsibility and that we must deliver instruction to reflect that learning occurs in different ways - and at different rates. We also believe that a positive and supportive environment contributes greatly to student success. Our Wilson School mission aligns closely with our School District Mission and this year's district motto: 'An Olympic Challenge - Leading with Mind, Body, and Heart'.

Wilson School's success in working toward our mission is attributed to our collaborative school staff making strong connections with our students and school community. We begin each school year with W.O.W. Day (Wonders of Wilson). This event-filled day is designed to help students and parents begin the school year in a relaxed, positive, and informed manner. It consists of classroom meetings (parent and child attended) to learn about teacher and school expectations, curricula, learning targets, homework policies, etc. Concurrently, 'Wilsonfest' is held in our school gym to provide valuable information, services, and social opportunities for our families. Various community resources, our Wilson PTA, parenting programs, bookfair, music lesson information, and student extra-curriculars are featured. We feel that W.O.W. Day is a successful way to begin a positive and productive partnership with our families.

Our school staff has worked hard to develop into a Professional Learning Community. Collaboration is an integral part of implementing our annual data driven School Improvement plan that is tailored to the needs of our students utilizing our district initiatives. Our Wilson Building Leadership Team is at the 'center stage' of driving our staff development and school improvement work. SMART School and grade level goals are generated, assessments developed and analyzed, and instruction differentiated to meet the individual needs of our students and to promote student success. Areas of intervention identified have been sub-skills specific to grade level needs in math and literacy.

Wilson School has been particularly successful in implementing a new model of student services that is focused on meeting the varied needs of students that affect their academic achievement and social/emotional growth and development. The role and responsibilities of our site student service professional (School Psychologist) has been transformed to include a focus on student problem prevention and early intervention services. Some of the student service programs include: student crisis response, counseling, social skills groups, divorce groups, anti-bullying classes, anger management strategies, parenting for school success, nurturing classes for parents, and behavior intervention strategies for teachers.

Wilson is committed to meeting the changing educational needs of our students. We realize that we need to continue with our focus on our district initiatives and our school improvement process to continue to be successful and 'Leave No Child Behind'.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Wilson Elementary School participates in Wisconsin State Assessment System Examinations (WSAS) each fall. In compliance with federal law 'No Child Left Behind' (NCLB), the WSAS requires that each public school test all students in grades 3 through 8 plus grade 10. At Wilson Elementary we are responsible for testing all students in grades 3 through 6 in reading and math using the Wisconsin Knowledge and Concepts Examination-Criterion Referenced Test (WKCE). In addition, state law requires us to test all fourth grade students in science, social studies, language arts, and writing using the WKCE.

The WKCE state assessment results can be found on the following website: www.dpi.state.wi.us. Test results are found under the WINSS link, then Data Analysis section. WKCE results are reported out by student proficiency levels: Advanced, Proficient, Basic, and Minimal. The general descriptors of the proficiency categories according to the Wisconsin Department of Public Instruction are as follows: Advanced -demonstrates an in-depth understanding, Proficient-demonstrates competency, Basic-shows some academic knowledge and skills, and Minimal-displays very limited knowledge and skills.

In order to meet the AYP standard for NCLB in the 2006-2007 school year, Wilson School needed to demonstrate a 74% proficiency in reading and 58% in math. Proficiency is determined by disaggregating Full Academic Year (FAY) student data, which includes: ethnicity, students with disabilities, socio-economic status, and Limited English Proficiency. In 2006-2007 students at Wilson Elementary met or exceeded the state AYP benchmarks in all student categories. The summaries are below:

Grade 3 - 90% of all FAY third graders were Proficient or Advanced (P/A) in reading. Our disaggregated data for third graders showed that 85% of the economically disadvantaged students were P/A. In math, 88% of all FAY students were P/A and 75% of the student economically disadvantaged subgroup was P/A. It should be noted that the advanced categories were nearly identical, 46% FAY versus 45% in the socio-economic subgroup.

Grade 4 - 95% of all FAY fourth graders were P/A in reading. This compares with 100% of the economically disadvantaged subgroup. In math, 92% of all FAY students scored P/A, which compares with 85% of the economically disadvantaged subgroup. It should be noted that we've seen continuing achievement growth in the socio-economic subgroup (58% in the 2002-2003 up to the current 85% P/A rate).

Grade 5 - 81% of all FAY fifth graders were P/A in reading. Disaggregated data for this grade would be for a group fewer than 10 students and was not published. In math, 92% of all FAY students scored P/A and our disaggregated subgroups were all less than the number of 10 and not published.

Grade 6 - 98% of all FAY sixth graders were P/A in reading. This compares with 100% of the economically disadvantaged subgroup on this assessment. In math 96% of all FAY students scored P/A, which compares with 95% of the economically disadvantaged subgroup.

In analyzing subgroups of less than 10 (micro-cells), we noticed that we have work to do in engaging students with disabilities. Every effort is being made to remediate students and provide individualized instruction to assist them in becoming proficient in reading and math. Our school district now requires that all schools test grades 2 through 10 in reading and math using the Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP). The fall MAP results are used as formative assessments and to adjust instruction in the classroom to meet individual learning needs. The spring results are used to measure academic growth throughout the year and communicate with parents regarding the progress being made. Teachers are currently being in-serviced on analyzing data and creating tiered lessons to align with academic areas of student needs. In winter of 2008 Wilson School is piloting the use of MAP testing with our first graders.

2. **Using Assessment Results**

At the beginning of every school year district teaching staff and administrators gather together for a back-to-school kickoff. A focus of this day is reserved for sharing district performance data from each of our schools. WKCE assessment data is displayed and shared in the form of graphs and charts for all to view and analyze. This is used to collaboratively develop a school improvement plan for the upcoming school year. In our school improvement plan, we use this data to target instructional areas in need of improvement by looking at group performance in relation to the subject strands. For example, in math the subject strands are: algebra, geometry, probability and statistics, measurement, and number relations. Wilson School's plan targeted the area of measurement for improvement based on our assessment data.

Our plan focuses on the improvement of reading and math comprehension skills. We also use the individual student performance of the WKCE to determine remediation needs for students in the areas of math and reading. All basic and minimal students are targeted for double or triple doses of support in these core areas. Assessment results are constantly being utilized to drive our classroom instruction and to measure student growth throughout the year. MAP results are aligned to the Wisconsin State Math and Reading frameworks, therefore providing information regarding the standards in three tiers: standards the students have mastered, standards that students still require instruction for mastery, and standards that students need introduced. Classroom teachers can adjust lesson plans accordingly to their class and individual MAP results. Fall MAP results also provide us predictions of the WKCE performance, which allow us to provide academic information on students not predicted to be proficient. In the spring, the MAP results will provide us with data on which students have or have not obtained the expected growth over the course of the year.

3. **Communicating Assessment Results**

The West Allis-West Milwaukee School District uses a balanced assessment model. There are three levels in this model: Level 1 is WKCE, Level 2 includes District Assessments, and Level 3 consists of various classroom assessments. The results from each assessment is communicated in a variety of ways. The annual West Allis-West Milwaukee School Performance Report communicates WKCE test scores, demographic data, finances, and staffing. This document is available on our district website. If parents or community members and do not have access to the internet, they may call the district office to receive a paper copy of the report. Copies of this report are placed in the offices of each school for public distribution. This report is also noted on the superintendent's monthly message on the district's Cable Channel 13. Channel 13 also airs school board meetings which are for public viewing. The superintendent and principals share student performance, including assessment data, at these board meetings. Superintendent Kurt Wachholz also holds 'listening sessions' at an assortment of establishments in the West Allis-West Milwaukee School District. Listening sessions provide parents, students, and community members the opportunity to get first-hand information on district programs and initiatives as well as a chance to discuss their assessment concerns with the district administrator. Wilson starts the school year with our student and parent orientation (W.O.W. Day). On W.O.W. Day families are informed about the academic expectations under the NCLB and how we grade and report student progress utilizing performance based assessments. District and classroom assessments are scored with rubrics. Teachers explain to the students and parents how their child's work will be scored with a rubric. Rubrics are attached to student work. The results are immediate and provide specific feedback for learning. These include the district reading continuum, math rubrics, and writing rubrics. These results are shared with the student and parents during conferences, five-week progress reports, and quarterly performance based report cards. The areas of need and extra support are outlined in the student improvement plan, which is shared with the appropriate teachers and parents.

4. **Sharing Success:**

The West Allis-West Milwaukee School District, et al. provides many avenues for staff members of each school to share successes related to their building with other schools in the community. At the start of each school year, teaching faculty and administrators meet to share academic successes of the past school year. Successes are shared as an open forum. Staff members are called to the microphone by school. There is also a slide show display submitted from each school. District principals begin the school year with meetings and sharing successes with individual school board members. These formats provide a basis for collaborative goal setting in our school district.

Throughout the school year successes are also shared in our monthly Woodrow Wilson Newsletter. Paper copies, as well as electronic copies, are distributed to our entire school

community. The Wilson Newsletter can also be viewed on our school's website. All district administrators gather at instructionally focused monthly management team meetings. During these meetings Superintendent Kurt Wachholz announces specific school successes and invites the administrators to share them as well. Annually, principals from each school are designated to showcase events and achievements to the school board and community members, which are aired on the district's Cable Channel 13. The minutes from all the meetings are electronically sent to the administrators in the district. Teachers also have an opportunity to share successes of their school. Bi-monthly, a team of teachers from each school, along with the principal, meet for a day of staff development. This team of teachers is referred to as a Building Leadership Team (BLT). During the meetings, the BLT from each school is responsible for presenting successful teaching strategies, activities, and educational implementations at their schools. The BLT is responsible for sharing this information with the rest of their staff. Cable Channel 13 also shows productions created by Wilson's video club. We have submitted student created videos that highlight our 4K program, our 75th anniversary, and our STAR student behavior intervention program to name a few. The district also airs programs on standardized testing, academic achievements, and on our Quiz Bowl and Spelling Bee. We feel this format in sharing school successes with other schools is an important aspect of the school improvement process.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The core curricular areas at the West Allis-West Milwaukee School District, et al., and Wilson School include balanced literacy and math with an integration of science, social studies, and technology. Physical Education, Music, and Art are also taught at Wilson Elementary. The content of each curriculum area is based on the state standards and district benchmarks. The curricular assessments include: annual state testing (WKCE), district assessments (writing and MAP), and classroom formative assessments.

Balanced Literacy/Reading is an instructional block of 90 minutes. This program is based on the inter-relationship of reading, writing, speaking, and listening that reflects the essential components of an effective language arts program. The major components include: reading aloud, reading and writing mini lessons, reading groups, independent reading, writing and study time, individual conferencing between the student and teacher, and shared literacy experiences. At the heart of our balanced literacy program is guided reading, a program that enables children to use and develop strategies while engaged in text at their level. Simply stated, guided reading is a success-based method of reading. Teachers choose books for instruction in reading and strategies that students can read with 90% accuracy. The remaining 10% of the books present challenges to students as they apply new skills and strategies that provides the base for instruction. The goal of guided reading is for students to become independent silent readers who are able to figure out new words and understand and comprehend the text without teacher support. On a regular basis students are involved in school-wide reading activities in conjunction with our PTA to instill a love of learning and following through with the reading experience at home. Also, older students partner with younger students to become reading buddies to make positive academic and effective connections.

Mathematics students participate in 60-75 minutes of math instruction daily. Our math program, THINK MATH!, is a comprehensive and conceptually based program, which connects problem solving, skill building, and conceptual development. The materials are based on current best practices. These include: providing students with opportunities to explore mathematical ideas, develop and test conjectures, and explain and justify their thinking. Mathematics is taught utilizing the five strands: geometry, number relations, measurement, algebra, and probability and statistics. Students utilize individualized and hands-on techniques to practice basic computation skills, problem solving, and constructed response for each of the strands. Wilson teachers are currently utilizing our MAP formative assessment data to create tiered lessons to differentiate our mathematics instruction. Students not meeting proficiency levels are given additional instruction and offered after-school opportunities for intervention.

Writing is integrated into all subject areas. Through writer's workshops students learn the process of writing; pre-writing, drafting, editing, revising, conferencing, and publishing. Included in the writing process is common language that is introduced with the six traits. The six traits of writing are: idea, word choice, conventions, voice, sentence fluency, and organization. Six traits writing is an organized approach for looking at writing on one part at a time. This approach helps teachers break down the complex task of writing into focused lessons to promote greater student understanding. Writing is scored with a rubric that is aligned to the six traits method. Students in first through sixth grades participate in two formal writing assessments each semester of every school year. These results are recorded and shared with parents.

Science - Scientific method is being taught in science through many hands-on demonstrations and student experiments utilizing FOSS materials. Students in grades four through six are also involved with annual science fair projects. Science topics vary by grade level and are aligned with our state standards and district benchmarks. Some of the key areas addressed in science include the scientific process, motion and forces, matter, simple machines, inventions, and investigations into different content areas.

Social Studies - Social Studies lessons are integrated into the academic content areas. Lessons include topics focused on language, foods, life styles, famous people, and

geographic locations of ethnic groups. We instill the acceptance and celebration of diversity in cultures, people, skills, and abilities.

Art - Students in grades 5K through 6 receive an hour of art weekly taught by a full-time art specialist. Art is an integral part of elementary education. The art program develops a knowledge of cultures and aesthetic literacy. Student artwork is prominently displayed throughout the school building for public viewing and enjoyment. Classroom teachers also integrate art and artwork into their lessons.

Music - Vocal music, with integrated instrumental music instruction, is provided by a certified music specialist for all students in grades 5K through 6 two times per week with 30 minute class periods. We view music as a communication of ideas, feelings, and experiences through an artistic organization of sound. The six elements of study are: melody, rhythm, harmony, timbre, texture, and form. Winter and spring concerts for all grade levels are offered as a performance opportunity for students. Suzuki instruction is offered for grades 5K through 3. Orchestra and band lessons are offered for upper grade students.

Physical Education - Classes meet 60 to 90 minutes per week and are taught by a physical education specialist. Classes focus on cooperative games, movement, team and individual sports, and motor skills. Healthy lifetime and wellness choices are also highlighted. After-school recreation opportunities are offered in a variety of physical activities.

2a. **(Elementary Schools) Reading:**

A balanced literacy approach is used to instruct reading at Wilson Elementary School. In the late 1990's a small team of administrators reviewed how we instructed reading and the results of that instruction. The team noticed that the instruction was taught to the average learner and not meeting the needs of the lower level learners as well as high level readers. The instructional level of reading for each student varied more and more over time. In an effort to meet the diverse reading abilities of the students, teachers and administrators throughout our district were trained in effective reading instruction through the guided reading approach. Professional development at the site and district level is provided for our reading specialists and classroom teachers.

Every child has reading materials at his/her instructional level daily. Students are leveled by the end of September of each school year. The instructional level is determined by the combination of oral accuracy and comprehension. Needs are determined by assessment tools such as: the leveling process, informal reading inventories, and running records. The district framework for reading assessment must be implemented with each student. Reading instruction is ongoing as leveling and 'roaming the known' are taking place the first three to four weeks of school. The teacher works with small groups of students who have similar instructional needs in reading. Guided Reading begins with the teacher selecting and introducing a book that meets the instructional level of the students in that group. In addition to the classroom instruction, a reading teacher specialist is assigned to each building to provide Early Literacy Intervention (ELI) for the primary grades. Our Wilson ELI programs services students in grades 5K through 3. Wilson also services struggling readers in grades 4 through 6 with an upper grade reading teacher specialist. This program is called Intermediate Literacy Intervention (ILI). ILI students receive 30 minutes of additional daily instruction in small groups of three to four students. This model of remediation includes revisiting, rehearsing, reading, and responding. Additionally, students are offered after-school intervention through our PASS program to get, in some cases, a triple dose of reading instruction.

3. **Additional Curriculum Area:**

Mathematics instruction is based on the following Wisconsin DPI standards: mathematical processes, number operations and relationships, geometry, measurement, and algebraic relationships. Integrated into these standards, students need to use their reasoning abilities to perceive patterns, identify relationships, formulate answers for exploration, justify strategies, and test the reasonableness of results. Students need to communicate their

mathematical ideas in a variety of ways including: words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models. In problem solving situations involving whole numbers, students are to select and efficiently use appropriate computation procedures like recalling basic facts, using mental math, estimation, applying algorithms, and using a calculator. Students also need to work with data in the context of real world situations by formulating questions that lead to data collection and analysis, and determining what data to collect.

This year the West Allis-West Milwaukee School District, et al. has adopted the Harcourt, Think Math! mathematics program. This program aligns with the state standards and focuses on the following areas: developing mathematical language, developing problem solvers, building conceptual understanding, building skill fluency, and assessment. In the classroom there are clearly defined areas for whole class, small group work, and one-on-one work. Student seating is arranged for discussion and cooperation. Manipulatives are organized and accessible to all students and children are meaningfully engaged in mathematics activities.

To develop mathematical language, teachers provide students with opportunities to explain their understanding of concepts and writing with others. Teachers develop problem solvers through open-ended questions of high interest sequences and puzzles. Teachers provide leveled problems to meet the needs of all of their students. In math, teachers are also encouraged to encourage students to connect new mathematical concepts with previously learned mathematical content. Ongoing assessment is used to drive instruction and create flexible need-based groups. Teachers at Wilson are currently working on pre and post assessments for each of the state math strands. Assessments will include a variety of questions based on the four levels of thinking classification skills. Pretests will determine classroom instruction to best meet the needs of the individual learner. To better meet the needs of the individual student our math instruction is currently involved in guided math approach, which resembles guided reading. Through this approach, students are taught in small groups and engaged instructionally appropriate. Groups are comprised of students that have the same instructional need, derived from classroom formative assessments, along with MAP testing results.

Last year we adopted the Knowing Math curriculum by Houghton Mifflin for summer school intervention. This program supports students in grades 4 through 6 or who are two or more years below grade level. Students attend summer school for 12 weeks, 4 days per week. Lessons provide students with a different approach to mathematics. For the past two years (2005-2006 and 2006-2007) our site took part in a US Department of Education study involving after-school math intervention. This mathematic study provided us valuable information in methodology on improving our mathematics instruction and providing a second dose of academic intervention using cutting edge materials.

4. **Instructional Methods:**

In an effort to meet the individual needs of each student, our goal is to involve the children in the learning process by placing a child at the center of the instruction. Students are discovering, processing, and applying information through active learning. Active learning strategies allow children to participate in the learning experience. Our goal is to provide student-centered learning to meet the needs of each child by differentiating core content areas of instruction to create a community of learners. All lessons have the focus objective. Teachers share the learning objective with the students at the beginning of the lesson which include: modeling by the teacher, guided reading, guided practice, shared learning, and independent work. Throughout the unit of study teachers provide meaningful feedback to student work, ask thoughtful questions to promote thinking, and attach rubrics to graded work. Teachers develop units of study with the end in mind. Pretests are given to guide instruction based on the level of understanding for each individual. The same test is given at the end of the unit to assess student learning. Students who are basic and minimal at the end of the unit of study are given additional support. Dependent upon the content area, support may be through the after-school math or reading program, or a double-dose of instruction during the day from the educational assistant, building substitute, Title 1 teacher, parent volunteer, or university field students. If a child continues to struggle, teachers may request a K.I.D. team. This team consists of the principal, psychologist, special education teacher, and the teacher of the struggling student. The team discusses the area of concern, the outcomes of current interventions, and the implementation of a

plan involving each of the team members. Student progress is documented, observed, and reviewed after several weeks of intervention. The teachers are provided with opportunities to learn, share, and develop active learning activities that promote student achievement. Common planning time is built into the teaching schedule one day per week. The common planning time is utilized to continue grade level teacher discussions relating to: differentiating and math, reading instruction, as well as tiering lessons from MAP assessment data. Wilson's Building Leadership Team (BLT) and the principal facilitate staff meetings that inform teachers of the active learning strategies and other district initiatives. Teachers are held accountable for strategies learned through the observation from the principal as well as sharing classroom practices during faculty meetings. In order to support active learning and student engagement, the administrative leadership team provides positive feedback by means of 'walk-throughs' on instructional practice. Feedback is based on that observation of instruction and is immediate and descriptive.

5. **Professional Development:**

Professional Development is provided throughout the school year. Staff development is directly related to district initiatives. These initiatives are shared with staff at the beginning of each year and focused on throughout the year. Professional Development occurs at the district level, school site, and encouraged for each teacher and each grade level and teacher. At the beginning of every school year, for one week and five times through the school year, all staff members participate in a professional development that is related to their role within the school. On staff development days faculty from schools or pods of schools in the district meet to learn about and discuss district initiatives. The day is broken up into sessions. Part of the day is a whole group meeting and later there are break-out sessions. During the break-out sessions each school discusses and plans how to meet the initiatives in their buildings. School improvement plans are created at the beginning of the year based on the initiatives. These plans are revisited throughout the school year. The whole group reconvenes as each school shares the discussions and plans from the break-out sessions. Bi-monthly, a team of teacher leaders and principals from each school meet for one school day to learn and discuss the district initiatives. Teacher leaders and principals are placed into base groups which consist of three different schools with one representative from a school. In the afternoon school teams meet to plan upcoming faculty meetings at their school site. Staff meetings are held at Wilson School three times each month. Two of the three faculty meetings are dedicated to professional development. The third meeting rotates between professional development and business topics related to the needs of the school. The first faculty meeting is facilitated by the BLT. The BLT presents the information from the bi-monthly meetings. Information is presented through active learning, modeling, and expectations of the teaching in the classroom. The second meeting is a follow-up of the presentation from the BLT. Teachers work in collaborative groups to discuss strategies and plan lessons that promote the district initiatives in the classrooms. Teachers share classroom experiences, student work, and strategies related to the topic of the meeting.

For many years our district has hosted the Sally Ride Academy in late June. This academy is a great opportunity for professional staffs in our area to focus on relevant areas of instructional improvement for teachers and administrators. The Sally Ride Academy focuses on our district initiatives and includes specific classes taught by experts relating to differentiation, cooperative learning, balanced literacy, guided math instruction, school improvement planning, etc. All of these classes are directly related to instructional improvement and can readily be integrated into core curricular areas. The district supports and encourages our professional communities to become involved in this weeklong academy.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	88	79			
% "Exceeding" State Standards % 'Advanced'	46	38			
Number of students tested	41	39			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	75	67			
% "Exceeding" State Standards % 'Advanced'	45	33			
Number of students tested	20	12			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced	92	92	77	77	62
% "Exceeding" State Standards % 'Advanced'	43	42	34	11	16
Number of students tested	37	24	44	53	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	85		69	67	58
% "Exceeding" State Standards % 'Advanced'	31		31	0	8
Number of students tested	13		13	12	12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	92	73			
% "Exceeding" State Standards % 'Advanced'	46	27			
Number of students tested	26	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'		64			
% "Exceeding" State Standards % 'Advanced'		7			
Number of students tested		14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	96	75			
% "Exceeding" State Standards % 'Advanced'	28	23			
Number of students tested	46	52			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	95	77			
% "Exceeding" State Standards % 'Advanced'	19	23			
Number of students tested	21	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 3 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	90	85			
% "Exceeding" State Standards % 'Advanced'	41	38			
Number of students tested	41	39			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	85	75			
% "Exceeding" State Standards % 'Advanced'	25	25			
Number of students tested	20	12			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	95	92	86	93	92
% "Exceeding" State Standards % 'Advanced'	30	42	50	43	46
Number of students tested	37	24	44	53	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	100		85	92	75
% "Exceeding" State Standards % 'Advanced'	8		31	50	42
Number of students tested	13		13	12	12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	81	86			
% "Exceeding" State Standards % 'Advanced'	46	32			
Number of students tested	26	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'		79			
% "Exceeding" State Standards % 'Advanced'		21			
Number of students tested		14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 6 Test WKCE

Edition/Publication Year Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	98	81			
% "Exceeding" State Standards % 'Advanced'	67	44			
Number of students tested	46	52			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	100	54			
% "Exceeding" State Standards % 'Advanced'	62	38			
Number of students tested	21	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					