

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Kathy Costello

Official School Name Annie Jackson Elementary
(As it should appear in the official records)

School Mailing Address 1306 South Ridge Road
(If address is P.O. Box, also include street address)

Green Bay WI 54304-3234
City State Zip Code+4 (9 digits total)

County Brown School Code Number*2289-0340

Telephone (920) 492-2620 Fax (920) 492-5568

Website/URL [Http://www.GreenBay.K12.Wi.US./Jackson/](http://www.GreenBay.K12.Wi.US./Jackson/)

E-mail KCOSTELL@greenbay.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Daniel Nerad

District Name Green Bay Area Public School District Tel. (920) 448-2100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Jean Marsch

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district:
 - 25 Elementary schools
 - 4 Middle schools
 - 0 Junior high schools
 - 4 High schools
 - 3 Other

36 TOTAL

2. District Per Pupil Expenditure: \$10,526

- Average State Per Pupil Expenditure: \$10,590

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 10 Number of years the principal has been in her/his position at this school.
 ___ 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
PreK	16	25	41	7			
K	33	22	55	8			
1	22	27	48	9			
2	27	27	54	10			
3	27	16	43	11			
4	23	18	41	12			
5	25	24	49	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							331

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 79% White
 - 5% Black or African American
 - 7% Hispanic or Latino
 - 8% Asian/Pacific Islander
 - 3% American Indian/Alaskan Native
 - 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: 13 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	344
(5)	Total transferred students in row (3) divided by total students in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 7%
22 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Hmong, Japanese, Spanish, Vietnamese, Lao, and Arabic

9. Students eligible for free/reduced-priced meals: 38%
 Total number students who qualify: 123

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: $\frac{17\%}{57}$ 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.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Occupational Therapy

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>12</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>1</u>	<u>4</u>
Total number	<u>23</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. The high teacher turnover rate in 2000-2001 was the result of a number of retirements at the school. Teachers had been at the school 38,39,40 years in the same classroom. As these retirements occurred, new teachers bid into Annie Jackson School. The new staff has remained stable since this time.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	94%	96%	95%	95%	Not Available
Teacher turnover rate	5%	5%	10%	11%	26%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III – School Summary

Annie Jackson Elementary School is a public Pre-K through fifth grade elementary school that also encompasses a Head Start program. The school is located on the southwest side of Green Bay, just five blocks from Lambeau Field and the Green Bay Packers headquarters. Most students live in our attendance area and walk to school daily. Early childhood special education and Head Start students are bussed to school daily. Annie Jackson School serves 331 children. Our cultural diversity is 79% White, 5% African-American, 7% Hispanic, 8% Asian and 3% Native American. Thirty-eight percent of our student population are eligible for free or reduced hot lunch. Seven percent of our students have Limited English Proficiency. Special needs students comprise 17% of our total Annie Jackson population.

The mission of Annie Jackson School is based on the mission of the Green Bay Area Public Schools. We embrace learning for all as our highest priority. We feel all students can and will learn so that no child is left behind. We integrate a comprehensive literacy program and school-wide writing instruction throughout the curriculum (science, social studies, math, art, music and physical education). We prepare students to be productive citizens and lifelong learners. Students are motivated to excel in higher-level thinking to meet proficiency on grade level standards and other learning targets. Annie Jackson's success at working toward our mission is attributed to our school's learning goal, which is the guide that enables us to maintain an ongoing focus on our curriculum. All staff members work collaboratively, providing input for the goal. Upon analyzing formative and summative assessments, we determine our strengths and weaknesses. We review and reflect on the data, and use this information to choose programs and best practices that will enhance our learning and increase student achievement, as well as plan our staff development that will support our professional growth.

Programs that support our goal include: Reading Recovery in first grade, St. Norbert College reading class, Calvary Lutheran Church After-School Tutoring, an after school Reading Buddies Program, and literacy tutoring with volunteers from The Volunteer Center. Student activities include sports teams, school newspaper, service stars, safety patrols, reading clubs and reading buddies. Community outreach involves partnerships with St. Norbert College, University of Wisconsin-Green Bay, and Northeast Wisconsin Technical College, whose field students teach and tutor our children.

Family participation in school decision-making is made possible through the Parent Teacher Organization Learning Council. Surveys are also sent out throughout the school year to gather information. The PTO sends information and seeks input through its quarterly newsletter and monthly meetings. Annie Jackson uses student-led parent conferences where students together with their parents look at individual student achievement and make goals for student improvement. We begin the process of family participation on the first day of school each year by participating in The First Day of School Celebration. Parents attend school with their children on this day. Each classroom informs parents about its goals and mission. Several times a year we walk our attendance area and leave handouts on front doors inviting neighbors to be involved in our school and to inform them of what we are doing at school. There is not one day of the school year that we do not have a parent volunteer in a classroom at Annie Jackson School. Additionally, newsletters, open houses, and numerous day and evening programs serve as family outreach opportunities. Through the use of research-based programs, strategies and interventions already in place – an emphasis on writing, comprehensive literacy, family involvement and high expectations - we have been able to create a successful learning environment. Despite our accomplishments, we know we must continually strive to improve student achievement.

Part IV – 1 Indicators of Academic Success (Description of Assessment Results)

The last eight years have seen the Jackson’s attendance area change from a homogeneous, middle income area to a more diverse, lower economic neighborhood. Along with these demographic changes, our students face more economic and educational challenges than ever before. Twenty-one percent of our students are minority students and 123 pupils in 2005-06 are receiving free and reduced meals. Annie Jackson School relies on district resources with the only additional resource being a half time Reading Recovery teacher provided by the District. We are also members of the READS grant (Wisconsin Department of Public Instruction) studying literacy. Despite these changes, Annie Jackson School has continually increased student achievement over each of the last five years. Student achievement has increased across a wide range of district and state assessments. We have surpassed not only the district norm, but also exceeded performance levels of the state. On the state’s annual assessment – the grade 4 Wisconsin Knowledge and Concepts Examination Criteria Referenced Test (WKCE-CRT) - we out performed the state. The table below shows the percentage of students enrolled scoring at/above the proficient level on the grade 4 WKCE-CRT in reading and math for Annie Jackson School, the district and the state, and the difference between our school and the district and our school and the state. Although our cell size cannot be reported due to the low cell size, school disaggregated scores over the last five years for students with disabilities went from 85% in 2001 to 100% proficient/advanced in 2004-05 in reading and above the state average in 2001 to 100% in math for 2004-05. Scores for students in the economically disadvantaged category rose from 85% in 2001 to 100% in reading for 2004-05 and above the state to 100% in math for 2004-05. We disaggregate our data yearly to narrow our achievement gap and to coincide with our school’s learning goal. Also shown below are the third grade reading comprehension (WRCT) scores (see table in Part VII) for Annie Jackson School. Scores rose from 82% proficient/advanced in 2000-01 to 100% proficient/advanced in 2004-05. Although our number of students in subgroups is too low to be reported by the state, looking at the individual years and our school’s disaggregated data, we see that students with disabilities who scored proficient/advanced has grown from a low of 50% in 2002 to 100% in 2004-05. Third grade students in the economically disadvantaged category who have scored proficient/advanced has grown from 60% in 2001 to 100 % in 2004-05. Annie Jackson School’s scores have ranged from 14% to 21% higher than the district scores and 3% to 13% higher than the state scores between 2000 and 2005.

Difference Between Jackson and the District, and Between Jackson and the State Proficient and Advanced on Grade 4 Wisconsin Knowledge & Concepts Examination and Grade 3 Wisconsin Reading Comprehension Test.

WKCE	Reading		Math	
	Jackson to District	Jackson to State	Jackson to District	Jackson to State
2000-01	+16%	+11%	+14%	+14%
2001-02	+19%	+14%	+30%	+28%
2002-03	+18%	+15%	+21%	+20%
2003-04	+9%	+3%	+16%	+16%
2004-05	+21%	+16%	+24%	+23%

	WRCT Reading	
	Jackson to District	Jackson to State
2000-01	+14%	+5%
2001-02	+21%	+12%
2002-03	+16%	+7%
2003-04	+20%	+11%
2004-05	+21%	+13%

Part IV – 2- Indicators of Academic Success (Using Assessment Data for Improvement)

Three times a year, the staff, including all classroom teachers, special education teachers, English as a Second Language teacher, Reading Resource Teacher and principal, meets to analyze our READS data based on the Dominic Reading Assessment. We look at hearing and recording sounds, fluency and reading comprehension of all students. Twice a year this same group analyzes student writing scores. In addition, each year as a group, all staff reviews disaggregated standardized data. This information is used not only to review and revise our school's learning goal, but also to drive our instructional practices. All teachers meet at least twice each month to align their practices with the school's learning goal as well as review the implementation of the goal. Teachers assess fourth grade students in reading three times a year using the SRI (Scholastic Reading Inventory) to determine their reading lexile level. Fifth grade students use the MAP Assessment (Measure of Academic Progress) three times during the school year to assess reading and math targets. Work samples in writing are maintained each year to document student growth in writing. Communication among grade level teachers and special education teachers is ongoing, with special education and ESL staff providing services to students in the regular classroom setting. This teaming creates strategies to improve student learning. Teachers share best practices and effective teaching strategies on a weekly, many times daily, basis. If students are not meeting targets, team teaching using flexible grouping is used. Ongoing communication is shared with tutors and other volunteers to assure that instruction is aligned with current areas of need. All students are expected to achieve.

Part IV – 3 Indicators of Academic Success (Communication of Student Performance)

Annie Jackson School works in partnership with parents. We begin on the first day of school by participating in The First Day of School Celebration. Parents come to school with their students and together hear classroom and school expectations. Parents also support our Summer Readers' Club and Summer Writers' Club by providing incentives for student participation. We are committed to ongoing communication with parents. In addition to our open door policy, student-led conferences are held twice a year. Teachers accommodate parents outside the required conference schedules to ensure all students and parents can confer. Over the past 5 years, we have had a 99% participation rate. Newsletters go home from the classroom at least twice a month and from the school once a month. Classroom telephones provide another important home/school link. In addition to personal contacts, results of standardized and district assessment data are sent to parents as soon as the assessments are received. Report cards are sent home three times each year. Students who are not performing at target levels are brought to our TAT (Teacher Assistance Team) meetings. If students still do not improve in their learning, they are taken to our consultation team, which is composed of the principal, psychologist, social worker, guidance counselor and classroom teacher. Parents are invited to attend this meeting. Annie Jackson's learning council, consisting of the principal, staff and parents, reviews assessment data yearly and monitors progress toward reaching the school's learning goal. The school's learning goal and its results are communicated to parents in the monthly newsletter as is the yearly assessment data. The Green Bay Area School Board receives the school's learning goal and the assessment data on a yearly basis. The Green Bay Area School District publishes each school's profile and assessment data, as does the State Department of Public Instruction.

Part IV – 4 Indicators of Academic Success (Sharing Our Success with Others)

The staff at Annie Jackson School continually interacts with other schools and the community to share our successes as well as to learn from others. Our staff was awarded the Partners in Education Golden Apple Award in 2002 for its work in improving student writing. This work has been shared with all 26 elementary schools in our district and also surrounding districts. Not only their academic work, but also service is shared with others. In 2003 the staff was awarded the St. Vincent Hospital Young Philanthropist

Award for the large amount of service work the school provides the Green Bay community. The staff has given many professional development workshops and trainings. These sessions include 6 trait writing, literacy centers, 4 square writing, penmanship, curriculum mapping and grammar. The staff is highly regarded for its literacy work within the district and has had several members on the district literacy committee the past 7 years. Our annual Literacy Institute and district staff development offerings often host a staff member from Annie Jackson to provide professional development. Staff has presented at state and local conferences. Presentations are aligned with our school's learning goal. Many other school districts visit Annie Jackson School to look at our literacy success as well as our Integrated Kindergarten program. Staff members lend their expertise as they serve on district curriculum committees. Staff members are involved in modeling and training university field students and student teachers. A reading class from St. Norbert College actually holds class in our building. Outreach is an important aspect of our school as we learn as much from presenting and interacting with others as they learn from us.

Part V 1 – Curriculum and Instruction (Core Curriculum and High Standards)

Curriculum at Annie Jackson School is based on the Green Bay Area Public School's curriculum. Based on state and district learning standards, these standards guide all instruction in our classrooms. Priority is given to curricula and programs that assist students in accomplishing higher standards for learning. These standards are for all students and are based on scientific research on student learning as well as what is known about the need to prepare students for further education, the world of work, and learning for the 21st century. Teachers differentiate the teaching of curriculum through instructional strategies such as flexible grouping, literature circles, compacting, and tiered center activities.

The core of the Reading curriculum is providing scaffolding to each student, enabling them to learn at their reading level and become competent readers.

The core of the Language Arts curriculum is writing using literature for a variety of audiences/purposes, including independent/peer revising and editing, oral language (listening and speaking skills), grammar, and media/technology. Language Arts is embedded in the reading instruction and daily Writer's Workshop. Classrooms use the library weekly and computer classes provide hands-on instruction. Writing is used in all content areas at Annie Jackson School.

The core of Social Studies curriculum includes actively engaging students to acquire the knowledge, skills, attitudes and competencies necessary to become responsible citizens and family members. We want our students to be productive employees, informed decision-makers, and life-long learners. Students must understand the factors that influence individual and cultural identity in various times and settings, personal and civic rights and responsibilities, and the purpose of rules, laws, and government. Students must understand production, exchange, and consumption in order to make informed decisions. They must understand geography, the study of the relationships among people, places, and environments and understand the concept of history, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and future.

The core of the Mathematics curriculum is focused on the Wisconsin State Academic Standards that are inherent in the Everyday Math Program. The program is based on the basic premise of spiraling the curriculum. In other words, skills are revisited on a frequent basis rather than mastered and forgotten. The program focuses on understanding number relationships, computation, geometry, and problem solving. Students are required to communicate solutions to problems in written and oral work; use estimation strategies to solve problems; measure and construct geometric figures; use a variety of tools (calculator, compass, protractor, template); and collect, organize, and graph data.

The core of the Science curriculum begins with understanding the nature of scientific inquiry about life science, physical science, earth science, and human science. The curriculum builds on more complex curriculum as students progress through the grades. Students are encouraged to question, investigate and experiment with hands-on activities and technology.

The core of the Art curriculum is to understand and apply media, technology, techniques, and processes related to the visual arts, to know how to use the structures and functions of art, and to understand the visual arts in relation to history and cultures. They must understand the characteristics of one's own artwork and the artwork of others and understand the connections among the various art forms, other disciplines and the world of work.

The core of the Physical Education curriculum is to develop students optimal level of physical fitness, wellness, and a lifelong interest in physical activity.

The core of the Music curriculum involves singing, instrumental, composition, reading and notating, analysis, evaluation and history and culture of music. Students learn to express themselves through music and play basic musical instruments as well as read simple pitch notation, listen to and describe music, and listen to music from various time periods and world cultures.

The core of our Technology curriculum is to provide general library and computer lessons. These skills are used in other curricular areas.

Part V – 2a – Reading Program

At Annie Jackson School, all teachers are reading teachers. We are a comprehensive reading school providing scaffolding to all students to enable them to become competent readers. We have chosen this reading approach because it aligns with our mission that all students can learn. Comprehensive literacy also means we cover all the areas of a balanced reading curriculum. We take our students where they are and move them to their benchmark level. Our early childhood programs teach reading by exposing students to letters and their sounds. Primary students are instructed in skills and strategies that help with comprehension and fluency. All teachers at all grade levels model expressive language through shared reading. As a comprehensive reading school, we provide read alouds, shared reading, guided reading and independent reading in an uninterrupted 120 minute block daily. Implementing Guided Reading in all grade levels, students are matched with books at their instructional level. The repeated reading of these texts improves the student's fluency and comprehension. At the intermediate level, guided reading continues and literature circles and independent reading play a larger role in the student's reading development. Students who do not meet grade level targets meet with the classroom teacher on a daily basis. Primary students use guided reading books from the Wright Group and other suppliers. At grades 3, 4, and 5, the Houghton-Mifflin Reading Anthology and guided reading books are used.

Ongoing evaluation occurs three times a year. As part of the READS Grant through the State of Wisconsin Department of Public Instruction, we use the Dominic Reading Assessment to assist the teachers in identifying students' instructional and independent reading levels. More specific diagnostic testing is also used. Grades K-5 use running records, grades 3-5 use the Scholastic Reading Inventory Lexile, and at grade 5 the MAP assessment is given to students.

To help ensure student success in reading, the PTO has purchased texts at levels appropriate for all students and our bookroom houses a special library of these leveled texts. Primary students have book bags with leveled texts, which can be shared at home. Leveled texts are used for sustained silent reading and in the student's flexible reading groups in class. Special educators, English as a Second Language

teacher, paraprofessionals, parents and community volunteers and classroom teachers provide many interventions to differentiate student learning in reading. Each classroom buddies with another classroom to read to each other. The PTO has organized the Reading Buddies program after school with parent volunteers to help with student reading. Leisure reading is encouraged with our Summer Readers' Club and monthly classroom reading clubs. Two literacy nights are held with families that come to school to read together. The school holds two book sales each year and used books are sold in the school's store.

Part V – 3 Curriculum and Instruction (English Language Arts)

Writing has played a major role in improving student literacy at Annie Jackson School. Our school's motto, Jackson School the "Write" Place To Be, signifies that we hold writing as our top priority. Eight years ago, we decided to "weed the garden" and focus on writing. Using a needs assessment, we found we did not have any commonalities for writing across the grade levels. We began extensive training in the 6 Traits of Good Writing. Each staff meeting and every professional development day was spent increasing our knowledge of what good writing looks like. Using the Writer's Workshop format during the daily literacy blocks at all grade levels provided the time for writing instruction. Teachers used the mini-lesson component to model their thinking and writing while also providing specific instruction for students. While the students write, they apply the lessons learned from the mini-lessons. When students conference with their teacher and peers, they receive specific feedback to improve their writing.

Each fall, we give grade level writing prompts and score these, thus creating baseline data. Teachers use this baseline data to drive their writing instruction and create relevant mini-lessons. These prompts help our students experience on-demand writing. This is a genre used in state and national assessments. Both the principal and staff analyze the data provided by the prompts. The feedback looks at overall grade level performance and overall school performance with writing. In addition, this feedback provides direction for the staff to assist in consistency in scoring and planning for professional development.

We have also adopted a school-wide graphic organizer. We feel the consistency of knowing how to use one graphic organizer well will help all students organize their writing whether in an on-demand writing situation or not. Brain research tells us that students need to use something 11 times before they own it. We feel we have given our students a valuable tool to guide them through the writing process. Having a mental picture of the 4 square organizer assists those students who need visual models to learn. We have modified this 4 square graphic organizer so that it becomes more complex as the student moves through the grades. All grade levels PreK – 5 use this organizer. We were the first school in Green Bay Area Public Schools to study the 6 Traits of Good Writing and to use data to drive our instruction. As our writing scores moved from the bottom to the top of the district, it became evident that using a common language and using data to drive instruction improved student learning.

Part V – 4 Different Instructional Methods Used for Improvement

Before we could work on our instructional methods to improve student learning, the staff at Annie Jackson spent an entire summer working on a school-wide discipline program. The end result is a program we named "Making Tracks". Each day, students spend 5 minutes learning about the values of interacting properly in the classroom, hallway and recess. Getting the behavior of our students under control has allowed us to concentrate on instructional methods to improve student learning.

The greatest instructional method used to improve student learning is using a common vocabulary across the school and the curriculum. When we saw the impact of all being together for behavior, we felt it was important to carry this same belief across to the academic curriculum. All staff participates in various professional development focusing on how students learn. We have taken many workshops on brain development and use this information to work together to improve student learning. Using both formative and summative student data also guides our instruction. As mentioned earlier, the curriculum is aligned

with the Wisconsin State Academic Standards. We use the standards as our guide to where students need to be at certain times. How we get the students to meet these targets is by working together creating commonalities so that students can “own” the learning. Although individual staff has different teaching styles, we have worked hard to have the information taught the same at each grade level. Also helpful is the use of looping in our school. Students stay with the same teacher for two consecutive years. This is beneficial because the teacher knows her students. The benefits are especially evident the second year as the teacher knows what the students have learned, where they are in literacy and math development and can start with instruction on the first day of school. Motivating students to have positive behavior, learning together, using a common vocabulary and looping have proven to be benefits in improving student learning at Annie Jackson School.

Part V – 5 Professional Development Program

Professional development has played a major role in our growth as teachers. We believe that the improvement of instruction is our primary goal as educators. We further believe that professional development is continuous, constructive and needs to take place in an atmosphere of trust and respect. Working hard toward our beliefs, the administration and all staff go to professional development sessions together. This past summer, the entire Pre-K through third grade staff went to a weeklong comprehensive literacy conference. The entire 4-5 staff went to the Literacy Institute for a week in August. Our belief is not to learn in isolation, but that together we can reflect, refine and practice our skills to improve student learning. Working together as a professional learning community, we have grown professionally and in turn, improved our students’ learning.

Notable is how we have embraced professional development. Using our school’s learning goal as a guide, professional development is embedded in our monthly staff meetings, grade level team meetings and Teachers as Readers meetings. Using ongoing data analysis and committee meetings, we determine our own learning needs and use on-site staff to support our needs. We seek out resources, knowledge and support from each other. Professional development is provided in a variety of formats, such as teacher-to-teacher, principal to teacher, one-on-one, small group or whole group meetings. Throughout the school year, staff participate in district professional staff development days. On these days we focus on topics that align with our school’s learning goal. Parents are becoming members of our professional development plan. We have invited parents to join us in reading several books on improving student learning. Several parents have joined us and with the support of our PTO, we hope this number grows.

PART VII - ASSESSMENT RESULTS

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Jackson Elementary, Green Bay Area School District**

Subject: **Mathematics**

Tested Grade(s): 4

Test: Wisconsin Knowledge & Concepts Examination (WKCE)

Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).

Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.

Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

	2004-2005	2003-2004	2002-2003
Testing month	November	November	November
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	96%	90%	91%
% Advanced	43%	45%	53%
Number of students (full academic year)	47	44	45
Percent tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	95%	90%	90%
% Advanced	44%	45%	53%
Number of students tested	39	38	38
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	100%	100%	
% Advanced	55%	45%	
Number of students tested	11	11	8

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Jackson Elementary, Green Bay Area School District**

Subject: **Reading**

Tested Grade(s): 4

Test: Wisconsin Knowledge & Concepts Examination (WKCE)

Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).

Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.

Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

	2004-2005	2003-2004	2002-2003
Testing month	November	November	November
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	98%	85%	96%
% Advanced	68%	55%	67%
Number of students (full academic year)	47	44	45
Percent tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	98%	87%	97%
% Advanced	67%	55%	71%
Number of students tested	39	38	38
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	100%	72%	
% Advanced	64%	36%	
Number of students tested	11	11	8

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information – REVISED

School and District Name: **Jackson Elementary, Green Bay Area School District**

Subject: **Reading**

Tested Grade(s): 3

Test: Wisconsin Reading Comprehension Test (WRCT)

Prior to the 2003-04 school year small subgroups were not reported. Only the number of students in each group was reported. There is no achievement data by subgroup. In addition, only students that were in our school for a full academic year have data reported.

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	100%	97%	87%
% Advanced	45%	53%	16%
Number of students (full academic year)	38	55	49
Percent tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	100%	97%	88%
% Advanced	57%	54%	17%
Number of students tested	30	46	42
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	100%	93%	83%
% Advanced	33%	31%	8%
Number of students tested	12	13	12