

(Revised March 10, 2006)

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name: Pilgrim Park Middle School
(As it should appear in the official records)

School Mailing Address: 1500 Pilgrim Parkway
(If address is P.O. Box, also include street address)

Elm Grove Wisconsin 53122-1530
City State Zip Code+4 (9 digits total)

County: Waukesha State School Code Number 0150

Telephone: (262) 785-3920 Fax: (262) 785-3933

Website/URL: http://www.elmbrook.k12.wi.us/ppms E-mail: galsterd@elmbrook.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. Matthew Gibson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: School District of Elmbrook Tel. (262) 781-3030 VM ext. 1123

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. Cheri Sylla
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

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

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: 6 Elementary schools
 2 Middle schools
 _____ Junior high schools
 2 High schools
 1 Other – Fairview South School (ages 12-21)
 for Cognitively Disabled students

 11 TOTAL
2. District Per Pupil Expenditure: \$12,064.77
 Average State Per Pupil Expenditure: \$10,590.00

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. 2 Number of years the principal has been in her/his position at this school.
 7 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: (October, 2005)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	155	129	284
K				8	159	145	304
1				9			
2				10			
3				11			
4				12			
5				Other			
6	156	136	292	Total	470 ML	410 FML	
TOTAL STUDENTS IN THE APPLYING SCHOOL →							880

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

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------------|----------------------------------|
| 86 | % White |
| 5 | % Black or African American |
| 2 | % Hispanic or Latino |
| 6 | % Asian/Pacific Islander |
| 1 | % 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 (2004-05): 2 %

[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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1 (2004-05 yr)	879
(5)	Total transferred students in row (3) divided by total students in row (4)	.0193
(6)	Amount in row (5) multiplied by 100	1.93 %, or <u>(2%)</u>

8. Limited English Proficient students in the school: 4 %
38* Total Number Limited English Proficient
 Number of languages represented: 13 (*includes current *Level 6/exiting* students)
Specify languages:
 Spanish, Russian, French, Vietnamese, Hmong, Polish, Lao, Chinese Mandarin, Hungarian, Greek, Thai, Chinese: Yue, Chantonese, Korean

9. Students eligible for free/reduced-priced meals (05-06): 9 %

Total number students who qualify: 75

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: 13 %
114 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>6</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>22</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>54</u> Specific Learning Disability |
| <u>15</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation** | <u>1</u> Visual Impairment Including Blindness |
| <u>15</u> *Multiple Disabilities | |
- *(15 students have a primary disability, already listed, plus a secondary disability)
 **("Mental Retardation" is referred to in our narratives as *Cognitively Disabled*)

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>2</u>	<u> </u>
Classroom teachers (includes teachers, certified counselors)	<u>60</u>	<u>5</u>
Special resource teachers/specialists (Specialists includes 2 IRT's, 1 Library) (Part-time includes .5 Social Worker and .5 Psychologist)	<u>2+1</u>	<u>2</u>
Paraprofessionals (Aides)	<u>11</u>	<u>2</u>
Support staff (Clerical)	<u>5</u>	<u>2</u>
Total number	<u>81 (FT)</u> ↓	<u>11 (PT)</u> ↓
Other (Custodial, Food Service, Health Room)	<u>+10</u>	<u>+12*</u>

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

Average class size ratio: 25:1
 Total building FTE certified staff-to-student ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	4%	3%	2%	4%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Pilgrim Park Middle School is located in Elm Grove, Wisconsin. Elm Grove is located in the southeast corner of Wisconsin, approximately 10 miles from downtown Milwaukee. Our school is within the Elmbrook School District and has a diverse mix of students from Brookfield, Elm Grove, the Town of Brookfield, New Berlin and Milwaukee. We have one additional public middle school within the school district and we compete for student enrollment with seven private and/or parochial schools within our district boundaries. Pilgrim Park Middle School has 885 students, divided among 6th, 7th and 8th grades. Each grade level is further divided into separate *houses*, with three to four teacher team houses at each grade level. Our students are actively involved with both academic and extra-curricular activities, achieving both state and national level recognition for their hard work. Pilgrim Park is proud to have a student population that performs in the top 5% of schools on the Wisconsin Knowledge and Concepts Exam (WKCE). Although we are a fairly large middle school, our students experience a small school environment due to the middle school house structure.

We have made a choice to adopt the Elmbrook School District's mission statement as our own in an effort to fully align our building level goals, implement initiatives, and further develop student program services that support the district's mission.

The mission of the School District of Elmbrook is to educate and inspire every student to think, to learn, and to succeed.

There are multi-year broad strategic initiatives in place to support our mission. They include: improving the performance of every student, improving and sustaining commitment to our mission and vision with all stakeholders, improving financial effectiveness and advanced planning to sustain and improve competitive educational programs and services, and identifying and implementing continuous improvement processes.

In order to achieve our mission, many key stakeholders contribute. We have several leadership groups within the school, including: House Team Leaders, CSI (Continuous School Improvement) Leadership Team, Department Chairs, Student Services Team, Parent Teacher Organization (PTO), an elected Student Senate, and the Principal's Feedback Group. Each group meets bi-weekly or monthly. Our CSI Leadership Team develops an annual Continuous School Improvement Action Plan, outlining goals, strategies and interventions that will ensure increases in learning and performance for all students.

Within Pilgrim Park Middle School, we service students ranging from the Gifted and Talented to the Cognitively Disabled. We provide differentiated academic core instruction to all learners, including accelerated programs in math and language arts. Our goal is to provide a standards-based enriched and differentiated curriculum to all students. More specifically, through ongoing analysis of student assessment data, we strive to identify the initial level of each student in order to target direct instruction. As a staff, we utilize all aspects of our student services Pyramid of Interventions in order to address and enrich the individual learning needs of our students. We are gradually moving from a summative assessment grading system into a formative student assessment process. Teachers and support staff are involved in ongoing inservice training and district task force work to vertically align core curriculum, develop correlated units and lessons, and develop common unit assessments that align with state standards in the core academic areas of math, science, language arts and social studies.

Our school district has recently implemented a new technology system, Infinite Campus, that will redefine the ownership role of our students in regard to their education. This system includes an electronic grade book for use by all teachers and a portal for parents and students to monitor the grade book and other student information online from a home computer.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The 2004-05 school year was a successful year for student performance at Pilgrim Park Middle School. Our two priority Continuous Improvement Action Plan goals for 2004-05 were:

1. Students will improve achievement in Language Arts (& Reading/Writing)
2. Students will improve achievement in Mathematics

The State of Wisconsin uses the Wisconsin Knowledge and Concepts Exam (WKCE) to assess student academic performance in the areas of Language Arts (including Reading and Writing), Math, Science and Social Studies. Through the 2004-05 school year, only 8th grade students at the middle school were assessed with the WKCE. WKCE results are compiled for individual schools and for each school district in the state. Results are reported using four categories of proficiency ratings. A student who performs at the *Minimal* level on any portion of the WKCE tests demonstrates limited academic knowledge and skills in that specific subject area. A *Basic* level score indicates some knowledge and skills. A *Proficient* score means the student is competent in their knowledge, and an *Advanced* score demonstrates an in-depth understanding of the standard material tested. WKCE data for all Wisconsin schools can be found at: <http://www.dpi.state.wi.us/sig/index.html>

Our 2004-05 WKCE results indicate that, in the area of *Mathematics*, our 8th grade student performance increased from 88% Proficient and Advanced in 2003-04 to an incredible 97 % Proficient and Advanced in 2004-05. Percentage of students scoring Minimal or Basic on WKCE math correspondingly decreased in ALL disaggregated groups in 2004-05. Regarding local indicators, through consistent implementation of the Pyramid of Interventions and creative scheduling throughout the school year, student D/F math grades in 7th grade decreased from an undesirable total of 60 students (out of 300) in quarter one to only 17 students (out of 300) in quarter four. In each of the three grade levels, our regular and special education math teachers have also instituted the use of teacher-developed common unit assessments. These common unit assessments will be reviewed and revised bi-annually by qualified teachers and district curriculum staff. The differentiated instruction and assessment process is yielding student performance growth in average and above students as well, as indicated by students moving from Proficient to Advanced levels on the WKCE.

Our results on the 2004-05 WKCE indicate that, in the area of *Language Arts*, our 8th grade student performance, as an aggregate group, decreased slightly from 88% Proficient and Advanced in 2003-04 to 87% Proficient and Advanced in 2004-05. This still remains far above the state average of 63% students Proficient or Advanced in Language Arts. In addition, among some of our disaggregate groups we witnessed individual performance gains. Our highlighted successes in Language Arts performance came from our special education population that at the Minimal level dropped from 15% in 2003-04 to 0% Minimal in 2004-05, and at the Advanced level rose from 6% in 2003-04 to 15% Advanced in 2004-05.

On the *Reading* portion of the WKCE, our aggregate percentage Proficient and Advanced increased from 96% in 2003-04 to 97% in 2004-05. In disaggregate group trend data, we witnessed performance growth (via increases of students scoring in the Proficient-to-Advanced levels) in our Hispanic students, our ELL (English Language Learners/Limited English Proficiency) students, and in our economically disadvantaged student population.

On the *On-Demand Writing* portion of the WKCE, our school/student average score increased from scale mean 5.7 in 2003-04 to 5.8 in 2004-05 on a nine-point scale). On-Demand Writing scores involve analysis of the Six Traits of Writing skills, including 3/9 points possible for *Conventions*, and 6/9 points possible for *Content*. Content scoring encompasses the five following components of the Six Traits of Writing – Ideas, Voice, Word Choice, Organization and Sentence Fluency, for a total of nine potential earned points. The school also earns a mean, or average score, which includes a decimal in the designated tenths place only. (This explains why we have included a decimal in this particular application paragraph.)

2. Using Assessment Results

In Elmbrook, we have moved into a continuous improvement planning process wherein we attempt to gather and analyze triangulated data for the process of school improvement. Our process involves completing the annual needs assessment, goal setting, implementation of a school action plan and, ultimately, evaluation of results. The challenge in triangulating data is locking into valid and consistent data sources for student performance. For example, we have changed our district-level standardized assessments three times over the past three years. Therefore, developing baseline data has been challenging. Also, until this current 2005-06 school year, WKCE's were only administered to our 8th grade students. One year's data is useful for non-cohort trend/comparison data, but we had no opportunity to track cohort groups while our students were still in our middle school. Therefore, we have moved toward a more reliable system this year in which we will utilize internal pre-post assessments, WKCE results (will now have for all grades, 6-8, as of 2005-06), and student grades. Of this triangulation of data, student grades are the least reliable indicator. We are currently working on replacing them with ongoing formative assessments, such as a pre/post computerized student reading assessment via SRI (Scholastic Reading Inventory) for all students, as well as semester and final exams that are being developed in mathematics to support the teacher-developed common unit assessments that are in place.

Step one of school improvement is to complete a needs assessments based on current available data. At Pilgrim Park Middle School, this process involves many stakeholder groups. First, our academic department chairs work to break down the item analysis results of the WKCE. They use this data to provide specific feedback to their respective departments and then summary findings to the entire staff. Common skill and instructional areas that span the entire school curriculum are identified for targeting student instruction as a collective staff. The school leadership team, utilizing this information, reviews the item analysis in correlation to our aggregated and disaggregated WKCE data to determine our strengths and weaknesses in our current instructional services delivery model. Based on our collective findings, we develop school action plan goals, which include strategies, interventions, and financial resource allocation for specific purposes such as student support services, enrichment and associated differentiated programming, and tweaking of our student services Pyramid of Interventions model.

3. Communicating Assessment Results

We have several methods at various levels in which we communicate student assessment results/performance data to all stakeholder groups including students, individual parents, parents group such as our PTO, the School Board and Superintendent, community, local and state media, and the State Department of Public Instruction.

Student results are shared in a traditional manner through student report cards, mid-9 (mid-quarter) progress reports, and written published reports. Formative assessment feedback is provided through parent conferences, email, individual phone conferences and, in a separate manner, through our new Parentlink phone calling system which can uniformly call all parents, or programmed subgroups, in a matter of minutes with pertinent student information. Through use of our new online technology system, Infinite Campus, parents and students can now access live, up-to-date teacher gradebooks in each class and have direct online access to student schedules, attendance records, health records, and student behavior records.

In meeting formats where we communicate assessments results, our data is presented with several key stakeholder groups, including parent groups, the District ACI (Assessment and Continuous Improvement) Team, the School Board and the School (CSI) Leadership Team. We also hold school inservice training in order to present, review and discuss data as an entire staff.

School summary data is shared publicly through our school newsletter, *Panther Prints*, and via our Elmbrook School District Public Relations and Marketing Director who facilitates the sharing of student achievement data with the public, the media and numerous state agencies. The same summary data is also shared on the school and district websites, including comparative data from inter-district schools and surrounding school districts.

4. Sharing Success With Other Schools

As part of the Elmbrook School District, Pilgrim Park Middle School follows a rigorous process of information sharing aligned to ongoing school and district staff development goals. The District Administrative Team (DAT) meets bi-monthly to review successes, struggles, new initiatives, and to partake in staff development in order to replicate facilitation in each of our individual school buildings. The DAT is comprised of forty professional educators from eleven schools and the district office, including school building administrators, district administrators, district department directors, school social workers and psychologists, and secondary athletic directors. We also meet bi-monthly with our Elmbrook sister school, Wisconsin Hills Middle School, to review program strategies and services related to student achievement results, and plan future staff development and school initiatives based on areas of success and struggle. Within this collaboration itself lies continued performance improvements for our students, as we share and match current instructional research with best practices in the middle school setting.

On a state level, Pilgrim Park Middle School is sharing our success with other schools by presenting at two state conferences this year, the National At-Risk Education Network (NAREN) conference in Wausau in March and the Wisconsin Association for Middle Level Education (WAMLE) conference in Stevens Point in April. We will be sharing successes, strategies, and student service programs to assist other schools in developing programs to help struggling learners. Pilgrim Park Middle is also part of the initial district endeavor to apply for the Wisconsin Forward Award and the Baldrige National Quality Program Award.

Pilgrim Park Middle School participates on a state level in the Association of Wisconsin School Administrators, and the Wisconsin and National Associations for Supervision of Curriculum Development (ASCD/WASCD). We actively attend conferences and share information with other districts in attendance. Our department chairpersons belong to various state organizations relevant to their subject areas and often attend state level conferences to share and gain information for enhancing student achievement results within their respective departments.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

Each core and elective department offers classes that, in terms of content standards and instructional delivery, are directly aligned with state standards. All teachers have been trained in and use the 6 Traits of Writing across the curriculum, including electives and physical education. For academic core, we offer regular and advanced classes in mathematics (grades 6-8) and language arts (grade 7 and 8). The science and social studies classes are uniform across each grade level. Our students choose from a wide variety of electives in each grade level from Family and Consumer Science, Applied Technology & Engineering, Art, Computer Application, Foreign Language and Music. All students take Physical Education.

The Math curriculum at Pilgrim Park Middle School provides a wide range of vertically aligned course selections in order to meet the diverse needs of our student population. These options include Math 6, 7, & 8, Academically Talented Math in 6th and 7th grades, as well as High School Algebra and Honors Geometry. Differentiated instruction occurs within each course to further meet the variety of student needs. Math teachers work as a collaborative team in addressing objectives, outcomes, curriculum and goals. This team has developed and utilizes common units and common assessments in order to provide consistent objectives and measurement of student progress as they work toward achieving district goals.

The Social Studies curriculum at the middle school level is largely integrated with Language Arts (English) in terms of the teaching of reading and writing content pertinent to curricular content. House teachers team together to produce and implement interdisciplinary units. Sixth grade focuses on the impact of geography on the interactions between people, legacies, and technology of Early Man through the Middle Ages time periods. Seventh grade is an introduction to the social sciences, including political science, economics, geography, and sociology as relevant to the Western Hemisphere. Eighth grade

social studies analyzes the relationships among world history, geography, and current issues in the Eastern Hemisphere, including the Middle East, Africa, and much of Southeast Asia. All grade levels establish a direct connection between their area of study and the United States and Wisconsin.

The Pilgrim Park Foreign Language Program offers 7th grade students the opportunity to begin studying French, German, Latin or Spanish. The goal of the middle school Foreign Language program is to provide students a strong foundation upon which they can develop oral and written proficiency, based on the interpersonal, interpretive and presentational aspects of communication. Instruction incorporates culture into the various skill areas of reading, writing, listening and speaking. Students who continue in 8th grade will have covered the High School Level I curriculum in the respective language while in middle school.

The Applied Technology & Engineering Program at Pilgrim Park provides students with elective courses in General Technology, Drafting, Woodworking, Electricity, Metals, and Transportation and Energy, which are designed to acquaint students with technology and its impacts on us as individuals and as a society. Concepts and processes are explored through experiential, hands-on learning designed to promote individual interest and accommodate various learning styles and ability levels. The goal is to provide a solid foundation for students to develop into technologically literate individuals.

The Physical Education Program at Pilgrim Park strives to educate and inspire each 6th, 7th, and 8th grade student to achieve the four School District of Elmbrook Physical Education goals: To develop and maintain a high level of physical fitness, to develop a variety of psychomotor skills, to develop a knowledge and understanding of physical education, and to develop positive attitudes and behaviors. These goals are accomplished through participation in team sports, individual sports, rhythmic activities, and fitness-orientated activities, in line with the State and National Physical Education Standards.

The Visual Arts Program focuses on engaging the right and left sides of the brain by developing creativity, working hard and at the edge of student potential, fostering decision making and problem solving skills, and encouraging critical analysis of artwork to identify successes as well as areas to modify. Art offers a hands-on approach with a variety of art media while linking the subject matter to the standards and core curriculum. Courses offered include Art 6 and elective choices in 7th and 8th grades including Graphic Art, Mixed Media, Drawing and Painting or Sculpture Workshop. These studio art classes also include trips to museums and visits from local visual artists in respective courses.

The Family and Consumer Science (FACS) Program focuses on teaching students life skills, teamwork, communication skills, and creative thinking. Becoming Independent is a required 6th grade class that allows students to study a broad range of introductory consumer science topics. FACS electives expand and differentiate within our 7th and 8th grade offerings, where highlights include multiple community service projects and integration of academic core within classes of the culinary arts or fashion design.

The Music Program at Pilgrim Park Middle School offers many opportunities including traditional band, choir, orchestra, and general music classes, and special groups such as jazz ensemble and Pilgrim Pizzazz. Our music curriculum supports the core academics and provides enrichment for those students who need more challenges. The music program provides opportunities for students to learn about the relationship of their music experiences to other life experiences.

Pilgrim Park Middle School Computer classes offered include Video Production, Professional Applications of Computers, Journey Through Computers, Electronic Publishing, Multimedia Presentation and Graphic Design, Untangling the Web, Computer Exploration, and a self-contained computer class used to meet the technological needs of our students with special learning needs. The goal of the computer classes offered at the middle school level is to meet the Wisconsin Information and Technology Literacy standards. The focus is on learning *with* technology rather than learning solely *about* technology.

Academics and Enrichment (A&E) is a unique standards-based program/class that provides every student additional time for re-teaching or enrichment in reading, writing and math by their core teachers, who group and regroup students based on their learning needs approximately every nine weeks. A&E has provided the missing time to work with struggling students while simultaneously enriching other students.

2a. (Elementary Schools) Reading: Not Applicable

2b. (Secondary Schools) Language Arts (English) and Reading Skills Development

The English/Language Arts curriculum is based on the six major components of the Wisconsin State Academic Standards including reading/literature, writing, oral language, written language, media and technology, and research and inquiry. Common lessons and common unit assessments, following an organized scope and sequence, measure progress in reading and writing across all grade levels. The 6 Traits of Writing are the instructional focus and the measurement tools for evaluating all writing across the curriculum. All teachers have also received training on incorporating reading strategies in individual curricular disciplines. Core and elective units inclusive of reading and writing strategies have been developed and implemented by our staff in all subject areas.

Regarding our struggling readers, Pilgrim Park Middle School uses a variety of research-based programs and small group instruction to improve the reading skills of students reading below grade level. There are several reading programs that are offered for our struggling readers. These reading programs incorporate research-based strategies for both regular education and special education identified students and are designed to raise reading levels and test scores. For our special education students, we provide reading instruction via a multi-sensory structured program used to explicitly teach special education students who are demonstrating reading decoding and spelling encoding deficits. The basic purpose is to teach students fluent decoding and encoding skills to the level of mastery. We also include sight word instruction, fluency, vocabulary, oral expressive language development and comprehension, while focusing on phonemic awareness. Classes in reading fluency and comprehension are also offered for special education students who are significantly below grade level in reading. This year, we have also adopted an additional new reading software program that incorporates technology for optimizing interactive student instruction and learning. This new software is used for both regular and special education students. For regular education students struggling in reading, in addition to extra reading support and instruction offered through our A&E (Academics and Enrichment) class, small group classes have also been formed, sometimes in place of an elective class, to provide struggling readers with the remediation and tools needed to be successful in all aspects of their educational career through reading. In addition, Silent Sustained Reading (SSR) occurs daily for fifteen minutes for all Pilgrim Park students. Students self select literature that appeals to their interests and independent reading levels. Lastly, as a staff, we work to integrate reading across all core academic and elective disciplines in a comprehensive manner.

These skill development programs are the foundation of effective reading instruction and include reading, writing, speaking and listening. They are all components of our student services Pyramid of Interventions.

3. Science Curriculum (choice of one other curricular area)

Our science curriculum, which is based on state science standards, is presented to and experienced by students in a method that directly correlates to our district mission statement. The structure imbedded at each level includes common experiences meant to build upon one another as the students progress through the middle school grade levels. The students are engaged through the use of discrepant events that make them question their current understanding of phenomena. Students are guided through metacognitive strategies that help students formulate models and explanations of the world around them. All students experience inquiry with the aid of technology. The students use Probeware (electronic probes) to collect data and use Excel, a spreadsheet program, to organize information. The laboratory experiences are linked to everyday life experiences and applications. As students continue to improve their problem-solving skills, think, and experience success together, they begin to understand the importance and true meaning of science in their lives. Our district offers two notable opportunities for creative hands-on learners. All seventh graders participate in Rube Goldberg by designing and building a complex machine that accomplishes a task at the end of their physics unit. The eighth graders are invited to prepare for and compete at the State Science Olympiad competition held at UW-Oshkosh. Our on-going commitment to students in the science program has resulted in high WKCE scores for many years. Our students have

captured the energy and passion for the learning that they exhibit. A new technology component added to our eighth grade science curriculum is a program called River City (via Harvard University). This new computerized science program is interactive and involves a computer simulation of a river town based in the late 1800's. The students are asked to use their scientific inquiry and experimentation skills in solving a historic functional problem. The unit lessons also incorporate reading, writing, and data collection skills.

4. Instructional Methods

Instructional methods are varied throughout all curricular areas. Teachers utilize teaching strategies that will engage visual, auditory and kinesthetic learners. These include presentation, lecture, hands-on labs and projects, group discussion, experiential learning, cooperative team learning, and facilitative/interactive instruction. Within these methods there are school wide goals to integrate technology, reading and writing. Specific departments included unique instructional methods used in their above descriptions.

Our district and school are working at moving from (state) standards-aligned instruction to more *standards-based* instruction. Although summative assessments are still key to measuring student mastery of whole instructional units, formative assessments are taking precedent for measuring daily/weekly student progress and learning. This is a targeted area of growth and professional development for all Elmbrook administrators and teachers. The varied instructional and learning strategies are utilized to maintain momentum for all learners based on their current level and aspired level of performance.

Within departments' unit lessons and assessments, stratified differentiation occurs in order to ensure maximum learning by all students at all learning levels – including regular and special education students. This is a painstaking process for our teachers, learning support personnel, Gifted/Talented staff, and our At-Risk resource staff. We celebrate the success of our students as a result of this collective hard work.

5. Professional Development

The school district of Elmbrook places a high priority on professional development. We have professional development at the district level for all employees, including faculty and support staff. This includes professional development for administrators as well, which we believe is unique. For individual school site staff training, each Thursday is an early release day designated, on a revolving schedule, for professional staff inservice and/or trainings, school and district departmental meetings, and school goals/action plan work. We also have a leadership team whose members attend local and state conferences relevant to topics and goals involved with the development of our school action plan. For administrative professional development, all district administrators meet twice monthly for continued learning in the areas of standards-based instruction and evaluation, technology integration, and other topics relevant to leading the individual schools in alignment with the mission of the school district.

In administrative and certified teacher professional development, there is an emphasis on the development of power standards that encompass and integrate state curricular standards, standards-based instruction that works in the classroom (Marzano), differentiation in instruction and assessment (Tomlinson), and professional learning communities (DuFour). Most recently, the District has initiated a K-12 Math Task Force and a K-12 Grading & Reporting Task Force. The Math Task Force allows building staff to learn through studying research on best practices to provide leadership to the District and to their colleagues. The Grading & Reporting Task Force is exploring a new standards-based student performance reporting (grading) system for grades K-12. This team is comprised of district staff, Board members and parents.

Both formative and summative data are collected and used to determine the impact of professional development on student achievement and to forecast future staff development needs.

PART VII - ASSESSMENT RESULTS

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Pilgrim Park Middle School, Elmbrook School District**

Subject: **Reading**

Tested Grade(s): **8**

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%	96%	98%
% Advanced	66%	55%	66%
Number of students (full academic year)	274	296	275
Percent tested	100%	100%	100%
Number of students alternatively assessed	6	0	0
Percent of students alternatively assessed	2%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	99%	96%	99%
% Advanced	70%	57%	69%
Number of students tested	241	256	242
2. Black, non-Hispanic			
% Proficient + Advanced (meeting state standards)	*	91%	*
% Advanced	*	18%	*
Number of students tested	15	11	13
3. Asian/Pacific Islander			
% Proficient + Advanced (meeting state standards)	*	95%	100%
% Advanced	*	57%	69%
Number of students tested	15	21	16
4. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	100%	88%	
% Advanced	28%	25%	
Number of students tested	18	24	6
5. Students with Disabilities			
% Proficient + Advanced (meeting state standards)	93%	70%	91%
% Advanced	38%	15%	34%
Number of students tested	31	33	23

PART VII - ASSESSMENT RESULTS (continued)

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Pilgrim Park Middle School, Elmbrook School District**

Subject: **Mathematics**

Tested Grade(s): **8**

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%	88%	94%
% Advanced	53%	48%	55%
Number of students (full academic year)	274	296	275
Percent tested	100%	100%	100%
Number of students alternatively assessed	6	0	0
Percent of students alternatively assessed	2%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	99%	89%	94%
% Advanced	56%	50%	57%
Number of students tested	241	256	242
2. Black, non-Hispanic			
% Proficient + Advanced (meeting state standards)	*	45%	*
% Advanced	*	18%	*
Number of students tested	15	11	13
3. Asian/Pacific Islander			
% Proficient + Advanced (meeting state standards)	*	95%	*
% Advanced	*	43%	*
Number of students tested	15	21	16
4. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	95%	63%	
% Advanced	23%	17%	
Number of students tested	18	24	6
5. Students with Disabilities			
% Proficient + Advanced (meeting state standards)	87%	45%	65%
% Advanced	22%	6%	13%
Number of students tested	31	33	23