

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Johnna Noll

Official School Name: Walker Elementary School

School Mailing Address:
900 South 119th Street
West Allis, WI 53214-2107

County: Milwaukee State School Code Number*: 0420

Telephone: (414) 604-4710 Fax: (414) 479-3481

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

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Kurt Wachholz

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Joanie Luedke

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 11 | Elementary schools |
| 3 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| 1 | Other |
| 17 | TOTAL |

2. District Per Pupil Expenditure: 11415

Average State Per Pupil Expenditure: 11413

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. 4 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	19	35	7			0
K	18	26	44	8			0
1	14	13	27	9			0
2	24	14	38	10			0
3	23	23	46	11			0
4	26	21	47	12			0
5	15	13	28	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							265

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
2 % Asian
8 % Black or African American
9 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
79 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is 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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1.	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.181
(6)	Amount in row (5) multiplied by 100.	18.081

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

Total number limited English proficient 3

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 46 %

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 free and reduced-price school meals 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 %

Total Number of Students Served: 41

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>8</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>26</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	14%	17%	10%	10%	10%

Please provide all explanations below.

(2007-2008) Teacher turnover rate was 14% due to the retirement of two teachers, and the adjustment of special education staff to accommodate a district-wide preschool speech and language program.

(2006-2007) Teacher turnover rate was 17% due to the retirement of two teachers and the geographic relocation of an additional teacher. There was also a shift in special education staffing based on needs identified in Individualized Education Plans (IEP).

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Tucked away in a secluded urban neighborhood in the demographically diverse city of West Allis, Wisconsin, Walker School has provided educational excellence to generations of families in the community since opening its doors in 1960. Resting on the site of a former gravel pit in the suburban Milwaukee area, Walker School has risen to greatness by maintaining high standards of achievement in a warm, safe, and welcoming environment. Participation in the Wisconsin Achievement Guarantee in Education (SAGE) program has aided in developing strong relationships with students and their families in a rich supportive learning environment. A Title I school, 46% of the student body are eligible for free and reduced meals. Nearly all of Walker's 300 students, 4K through fifth grade, live within walking distance to the school.

Visitors to the school are greeted with a smiling face and a warm hello within a park-like foyer that embodies the culture of the school. Student displayed photos of the Walker family learning and laughing together offer a hint of the uniqueness of our school community. The buzz of students actively engaged in learning is heard as one ventures down each sparkly clean hallway adorned with displayed student work. Each hallway, named after a character trait from our school PRIDE program, reminds students of daily expectations. The traits of **P**ersistence, **R**espect, **I**ntegrity, **D**iversity, and **E**xcellence provide a common language among staff, students and community. Student led assemblies and daily ALL-STAR recognitions encourage students to demonstrate PRIDE.

PRIDE in our school extends beyond character development into the very core of teaching and learning. The entire school has a shared vision of what they want to accomplish. Everyone leads. Everyone learns. Shared leadership and collaboration in a safe and respectful environment embody the student-centered spirit of our school. The Rigor of high academic standards, the Relevance of 21st century learning, and the Relationship between students, staff and community result in the success of every student.

Walker students want to be successful and work hard to accomplish their goals. Classrooms are places where students feel safe and encourage each other to reach their full potential. Learning is active and RELEVANT, motivating students to become global thinkers and problem solvers. For example, students improve reading comprehension by capturing literature responses with digital video. Segments are posted on the intranet to enrich learning for others. Older students use print and electronic resources to engage in research based learning, formulate questions, and connect with the global society. After learning about cultures and careers in the global marketplace, students participated in a series of teleconferences with students in India and business professionals from around the world.

The RIGOR of classroom instruction begins with the expectation that all students will achieve success in meeting grade level benchmarks. Staff collaborate to evaluate the effectiveness of and tier instruction to meet the needs and abilities of all students. If a student is not demonstrating proficiency, teachers work together to provide the additional time and support needed. At the same time a second grade student is receiving accelerated guided reading instruction in a fourth and fifth grade classroom; a third grade not meeting grade level benchmarks participates in a double dose of math instruction. Staff are committed to opening their classroom doors to any student if it would best meet their learning needs. Staff accepts students as they are and holds high expectations for every one. No blame or judgments are placed on students due to factors due to economic status, parental support, or other inequities.

A devoted staff goes the extra mile to build positive RELATIONSHIPS and ensures the invisible child is visible. Shared leadership, collaboration and a sense of belonging manifest the student-centered spirit of our school. Building personal relationships with students is a commitment each staff member makes. It is common to see staff having lunch with students and engaging in personal conversations. High energy, enthusiasm, and humor spark student interest and engage them in learning. Cultural and economic diversity is recognized and celebrated. Close communication with families builds a sense of community. The sense of community is enhanced as buddy classrooms embrace the importance of academic excellence. Buddies also serve as a positive role model showing younger students respectful ways to interact with others in the school community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In compliance with the federal No Child Left Behind Act, students at Walker School demonstrate progress toward achieving academic standards in reading, math, language arts, science and social studies through participation in the Wisconsin Student Assessment System (WSAS). WSAS uses the Wisconsin Knowledge and Concepts Exam (WKCE) to test all public school students in grades 3 through 8 and again in grade 10. Walker School administers the WKCE to students in grades 3 through 5 each November. Student performance on the WKCE is reported using the proficiency categories of advanced, proficient, basic, and minimal. These performance categories are used to determine the adequate yearly progress (AYP) of students at the school. Students who achieve at the advanced and proficient levels meet state standards. Further information about the WKCE can be found at <http://dpi.wi.gov/oea/index.html>.

State and federal laws require the annual review of school performance to determine if student achievement and progress levels meet adequate yearly progress (AYP). AYP is determined by disaggregating student data according to grade, ethnicity, students with disabilities, socio-economic status, and Limited English Proficiency. In order to meet the AYP standard for NCLB in the 2007-2008 school year, Walker School needed to demonstrate a 74% proficiency in reading and 58% in math.

Students in all grades and in all cell groups exceeded the state AYP benchmarks, continuing a trend in rising test scores and a closing of achievement gaps between cell groups. The combined grade reading proficiency level rose from 84.1% in 2005 to 94.1% in 2007. Likewise, the combined grade math proficiency level rose from 81.6% to 91.5%. Economically disadvantaged students at each grade level are the only reportable cell groups containing more than 10 students. Economically disadvantaged cell group data clearly demonstrates a closing of the achievement gap across all grade levels. Combined grade reading proficiency levels for economically disadvantaged students began at 80.6% in 2005, a 5.6% gap. In 2007 the reading proficiency levels for economically disadvantaged students rose to 95.0%, actually exceeding non-economically disadvantaged students by 1.4%. Following a similar pattern, combined grade math proficiency levels for economically disadvantaged students began at 74.2% in 2005, a 9.9% gap. In 2007 the math proficiency level for economically disadvantaged students rose to 90.0%, only a 2.3% gap. (*Proficiency data for combined grades taken from the Wisconsin Information Network for Successful Schools or WINSS website developed by the Wisconsin Department of Public Instruction. The site can be found at <http://dpi.wi.gov/sig/index.html>.)

Third grade students have made steady gains over the past three years of reportable data in both reading and mathematics. Reading and math scores both improved by 4.6%, ending with a 94% proficiency rate. In 2006-2007, 100% of the 12 economically disadvantaged students demonstrated proficiency in mathematics.

Fourth grade students have also shown steady gains over the past five years in both reading and mathematics. Reading scores increased by 11%, with 91.7% of fourth grade students demonstrating proficiency in 2007-2008. 41.7% of students performed at the advanced level. Data for economically disadvantaged students was reportable in 2007-2008. No gap in achievement was evident. Exactly 91.7% of students reached proficiency.

Fourth grade math scores have shown a steady and dramatic increase since 2003-2004 when 71% of students were advanced or proficient. The most current data for 2007-2008 mark an improvement of 16.5% ending with 87.5% proficiency. The only reportable cell group data was for economically disadvantaged students; 83.3% were proficient. This is 4.3% fewer students than those considered non-economically disadvantaged.

Fifth grade continued the pattern of increasing the percentage of students performing at the advanced or proficient level. Data revealed a 4.6% increase over the three years resulting in a 91.3% proficiency level in

2007-2008. 90% of economically disadvantaged students were proficient, virtually eliminating a gap in achievement.

Fifth grade math scores were evidence of dramatic gains jumping from 79% in 2005-2006 to 85.7 in 2007-2008, an increase of 5.7%. Equally impressive are the 48.6% of students who earned a proficiency rating of advanced in reading and 45.7% who were advanced in math.

Walker School recognizes the importance of its contributions to district AYP calculations. Although many of our subgroups are smaller than the reportable number of ten students, we closely monitor their achievement. When included with other students from across the district, these students become part of a reportable cell group. Walker celebrates its contributions to District AYP attainment with 100% of all black and Asian students meeting proficiency in both math and reading in the 2007-2008 school year. The commitment to closing the achievement gap for students with disabilities (SWD) is evidenced in an 88% proficiency level in both reading and math for 2007-2008, a significant gain from 2006-2007 when 43% of SWD students were proficient in reading and 71% were proficient in math.

2. Using Assessment Results:

Walker School teachers regularly examine a variety of assessment data throughout the school year. State assessments (WKCE), district assessments (MAP, 6-Trait, benchmark assessments) and both formal and informal classroom assessments work together to create a roadmap to student success.

Building and collaborative team SMART (Specific, Measurable, Achievable, Relevant, Timely) goals provide a framework for this process. Beginning with the return of WKCE data in the spring, the Building Leadership Team (BLT) analyzes results to identify gaps within the curriculum or instructional practices. BLT facilitates the staff in establishing a building focus and school-wide SMART goals.

Walker students are assessed using NWEA MAP (Measure of Academic Progress) in the fall, winter, and spring. Collaborative grade teams use the fall data in conjunction with WKCE results to establish collaborative team SMART goals. These goals address specific instructional gaps and needs within cell groups. Staff look specifically at the needs of individuals and groups of students in their grade to identify needed interventions and to plan instruction. Ultimately, staff meet with each student to review the results of individual MAP assessments and work together to set academic growth goals. Student goals are revisited throughout the year to motivate and maintain focus.

Winter MAP results highlight student growth and provide an opportunity to further analyze the needs of students. MAP and classroom assessment data continues to drive planning for the instructional needs of students. Collaborative teams engage in action research as they use new data to review SMART goals and implement instructional strategies to address the needs of students.

Spring is a time to celebrate student growth and plan for the future. Students and teachers use WKCE and spring MAP data to evaluate goal attainment. Staff identify instructional gaps, as well as, strengths and weaknesses in curricular areas. Instructional strategies are evaluated and new goals are set for the upcoming year. Individual student data is used to make recommendations for summer learning programs and to make appropriate class placements for the upcoming school year. Summer learning programs are focused on the acceleration of students to meet grade level benchmarks..

3. Communicating Assessment Results:

Walker School's commitment to student achievement is evident through frequent communication within the school community. Achievement data is used as a valuable tool to help students develop ownership of their learning. Students are provided with timely and purposeful feedback to guide daily learning. Academic growth

is charted to demonstrate progress and provide direction for future instruction. Student goals are established through self-reflection, parent feedback, and performance data.

Walker School understands the advantage of effective communication and positive parent partnerships. Parent information sessions are held each September to present district and school improvement goals, student achievement data, and grade level benchmarks. Regularly scheduled parent teacher conferences are an avenue to share student specific achievement data and provide a means to collaborate on academic goals and address individual student needs. Parents are provided with individual reports and letters detailing their student's progress on the WKCE, MAP assessments, 6-Trait writing, and the reading continuum.

Achievement data is published in the district's school performance report, school newsletter and posted on the school website. Each fall, staff from Walker School prepares a showcase of the year's achievement. This showcase is presented at a school board meeting, PTA meetings and televised on the local cable channel. A link to the Wisconsin Information Network for Successful Schools or WINSS website, developed by the Wisconsin Department of Public Instruction, provides visitors with detailed achievement and demographic data. The site can be found at <http://dpi.wi.gov/sig/index.html>.

4. Sharing Success:

Walker School is proud of the accomplishments of its staff and students. The celebration begins within the school. Individual student successes are announced daily, posted in the hallways, and podcasted on the school website. Student leaders, facilitated by select staff, develop interactive news and video announcements streamed to classrooms and posted on the website daily. These student created announcements celebrate school accomplishments and are a virtual source of information for students and parents. A pilot is currently underway to use blogging as a communication tool to celebrate student and school successes.

Walker teachers collaborate with others throughout the School District of West Allis-West Milwaukee, et al. The Building Leadership Team (BLT) meets bi-monthly at the district level. Teachers and administrators share best practice in instructional planning and data analysis. Walker School is often highlighted as a leader in the implementation of district initiatives and shares experiences with others. Teachers interested in new, innovative and research based instruction visit Walker School to see actual implementation.

Walker School networks with neighboring districts providing the opportunity to collaborate and learn from one another. Staff network and share with colleagues throughout various professional organizations such as Association of Wisconsin School Administrators, Wisconsin Teachers of Mathematics, and the Wisconsin State Reading Association. Staff also present at the district, regional and state levels. As a result, permission has been granted for other school districts to link to the Walker website. These links significantly increase the number of students who can readily access the instructional tools compiled by school staff.

In conjunction with PTA, family events are scheduled to highlight student successes and support learning at home. Examples include Young Author's Night, Family Math Night, and Literacy Night.

Every effort is taken to acknowledge the successes of students and staff. Pride is taken in celebrating even the smallest successes, such as learning to tie one's own shoe, to the honor of being nominated for the 2009 NCLB Blue Ribbon Schools award.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

District benchmarks aligned with the Wisconsin State Standards are the driving force behind the curriculum implemented at Walker School. The core curricular areas of the West Allis-West Milwaukee School District (WAWM) and Walker School include balanced literacy and math with an integration of science, social studies and information, communication, and technology literacy. Physical education, art and music classes enhance the core curricular areas. Curriculum is delivered as a whole with a focus on working as a team across content areas. Achievement is the responsibility of all.

Balanced Literacy is a 90-minute instructional block focused on the interrelationship between reading, writing, speaking and listening. The core of the balanced literacy program is guided reading; a program that enables children to use and develop strategies while engaged in text at their level. Books are selected at an instructional level where students read with 90% accuracy, allowing students to learn and practice new skills and strategies. The ultimate goal is for students to become active participants in their own reading through self-monitoring, comprehension and connections to the real world. The 6-Traits of Writing are an important component of balanced literacy at Walker School. The traits of ideas, organization, voice, word choice, sentence fluency, and conventions provide a common language that define the qualities of good writing. A district writing rubric provides the foundation to support students at all levels of achievement. It also provides analytical feedback allowing for individualization of writing instruction.

Math instruction takes place during a 90-minute instructional block that blends problem solving and conceptual understandings with computational fluency. Students are taught to think and communicate mathematically as they explore the strands of geometry, number and operations, measurement, algebra, and data and statistics. Learning targets are established by district benchmarks and aligned with state standards. There is a focus on sound assessment practices and the implementation of the district problem solving rubric. Math instruction utilizes the same approach as the district balanced literacy model. Students are placed in flexible instructional groups according to need as identified by MAP and classroom assessments. Teachers engage guided math groups in exploring mathematical ideas, problem solving, and explaining their thinking at their instructional level. THINK MATH is the primary vehicle for delivering mathematical content. Proficiency levels are tracked. Students not meeting proficiency are scheduled for a double dose of math instruction using the Knowing Math program. Some students receive a third dose of math instruction in the after-school Athletics program.

Science is taught through the inquiry based FOSS (Full Option Science System) program. Students engage in hands-on demonstration and experimentation while focusing on constructing new knowledge, scientific inquiry, and the scientific method. Instructional units vary by grade level but all are aligned with our state standards and district benchmarks. Science and math are often taught in unison providing a real life application for mathematical concepts.

Social Studies lessons are primarily literature based and integrated into other content areas. A combination of historical fiction and non-fiction text help students to build connections to important past events, historical figures, current events, and other cultures. Students practice the skills and strategies taught during literacy instruction in leveled books related to a given topic. Six strands are emphasized throughout the curriculum; geography, history, economy, culture, government, and citizenship.

Regular change has become the defining characteristic of **information, communication and technology** literacy skills. The library media program plays an integral role in educating children for the future. It is where students learn to find, analyze, evaluate, interpret and communicate information, ideas, and skills they will need to learn, live and work, in an information-based society. While our school library program continues to encourage reading to deepen the enjoyment of individual readers, the most important challenge has been to keep

up with and successfully adopt, rapidly changing information and communication technologies that continuously emerge in our world. Helping children and their teachers learn the new technologies of literacy is the most important goal for Walker's library media program.

Physical Education plays an important role throughout the elementary curriculum as it focuses on lifelong fitness as opposed to athletic, sports-skills-related prowess. Walker's physical education program provides learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. The physical education program also develops health-related and physical fitness, a desire to adopt healthy and physically active lifestyles, and a strong emphasis in character education that builds the foundation for self-sufficient, self-reliant, intrinsically motivated students.

Music is viewed as a communication of ideas, feelings, and experiences through an artistic organization of sound. The music curriculum covers the elements of melody, rhythm, harmony, timbre, texture and form. Students participate in two 30 minute vocal music classes each week with performances scheduled throughout the year. Suzuki instruction is offered for primary students while intermediate students can choose from band, orchestra, and choir.

Art focuses on the meaning and emotion expressed through creative expression. Students are taught how art both reflects and influences culture and history. Art vocabulary and the principles of design are explored as students experiment with various media. Each student receives one hour of art instruction weekly taught by a certified art specialist.

2a. (Elementary Schools) Reading:

Learning to read is a process of growth and development. Throughout life, reading skills are continuously developed and refined as readers engage in more difficult and abstract reading materials. Classrooms contain diverse learners requiring varying levels of instructional text. In recognition of this fact, WAWM and Walker School employ a Balanced Literacy Program that incorporates guided reading to best meet the needs of emergent, as well as higher level readers. The Balance Literacy Program is based on the inter-relationship of the essential components of an effective language arts program; reading, writing, speaking, and listening. The major components include reading aloud, large group mini lessons focused on grade level benchmarks, small guided reading groups focused on individual needs, independent reading and writing, and shared literacy experiences. At the heart of the 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. Through continuous assessment and leveling of students, according to the Fountas and Pinnell, District Reading Continuum, and MAP teachers select specific reading strategies/behaviors based on the students reading needs and place students with similar needs in groups. As needs change, so do the groups. Teachers choose books for instruction in reading skills and strategies that students can read with 90% accuracy. Guided reading begins with students actively listening and participating in the introduction or summary of the text. The teacher provides explicit word work and vocabulary support related to the text. Observation and conferencing allow teachers to scaffold lessons and provide specific instruction and practice on selected strategies. Students participate in written and oral response tasks connected to the text. The goal of guided reading is for students to become independent silent readers who are able to figure out new words, understand, and comprehend the text without teacher support. When students have achieved this goal, they automatically apply reading's three main decoding strategies; meaning, language structure, and visual prompts. Teachers help children reach this goal by providing small group instructions to students at similar reading levels; focusing on independent reading strategies; and continually observing and assessing each child's reading progress to determine the most effective instructional strategies.

In addition to classroom instruction, double and triple doses of reading instruction are provided to basic and minimal students. The Title I program provides an additional 30 minutes of daily reading instruction to

kindergarten and first grade students. The transition teacher uses the ELI (Early Literacy Intervention) Model to deliver reading intervention to primary grade students and the ILI (Intermediate Literacy Intervention) model for intermediate students. The ELI and ILI models provide an additional 30 – 45 minutes of reading instruction daily. The school special education teacher provides additional reading intervention to students using the Soar to Success and SPIRES programs. Additionally, students are offered after-school intervention through the PASS program.

3. Additional Curriculum Area:

Walker School fully supports Wisconsin's 21st century skills initiative. Children are growing up in a technology dominated age. Rapidly changing, accumulating knowledge and increasing global competition make it imperative to move beyond the Rigor of the basic core curriculums to developing understandings at much higher levels through the Relevance of 21st century themes and skills. A focus on creativity, critical thinking, strategic problem solving, communication, and collaboration give students the skills they need to succeed in a technologically rich information society. The ability to apply these skills in a technologically rich society, shape the fulfillment of Walker's mission. "Everyone leads. Everyone learns. Shared leadership, collaboration, and a sense of belonging embody the student-centered spirit of our school. The Rigor of high academic standards, the Relevance of 21st century learning, and the Relationship between students, staff and community result in the success of every student."

Critical thinking, problem solving, and the ability to navigate, and interact with continuously changing technologies for learning, may be the most important learning targets addressed from the Wisconsin Information Technology standards. Students learn to access and evaluate information in order to creatively apply it in an accurate manner. A variety of media formats are used to learn about our world, including print and digital technologies, subscription based educational data bases, web tools, and preselected web sites. Each format presents different challenges, meets different needs and helps us learn about our world and ourselves in different ways. Classroom technologies such as interactive SMART boards, digital video, web cameras and personal computing provide powerful tools to engage students and make learning relevant. These technology tools are used to research, organize and communicate information at all grade levels. Walker Web Weavers, a student club, post their learning for the benefit of others on the school intranet. Students use digital video, to respond to literature and share their connections with others. Students use telecommunication to interact with students and professionals from around the world. Teachers adapt lessons on the fly as they assess learning using SMART Technologies Senteo interactive response systems. Walker is currently exploring the collaborative potential of using Blog technology, within a safe, monitored interactive web environment to building reading and writing literacy, classroom news and posting information literacy projects. The successful implementation of 21st century learning is attributed to teachers working together to adapt to the rapidly changing society, demonstrating flexibility and open-mindedness, and learning together as they embrace change.

4. Instructional Methods:

Data-driven instruction is at the heart of teaching and learning at Walker School. Collaborative grade teams are the tool for instructional delivery. They ensure the needs of each student are identified and that instruction is planned to meet these needs. Instruction begins as teams identify a benchmark by considering what they want students to know and understand. In math, a team might identify a benchmark from the district curriculum matrix, which connects benchmarks with available resources and write an assessment. Next, they determine what proficiency looks like as they develop an assessment. MAP and classroom assessment data. Small instructional groups with similar instructional needs are created using a RIT range or score on a learning continuum generated by the MAP assessment. NWEA's Des Carte helps teachers identify skills instructionally appropriate for students at each RIT range. The Des Carte, THINK Math and other classroom resources are used to develop tiered instructional plans that engage each group of students in instruction at their own level. Activities for each group address the same benchmark but may be differentiated in process, interest, complexity, product or support.

Intervention is a shared responsibility. It begins in the classroom with differentiation, adjusting instruction with ongoing assessment, tracking of student performance and providing immediate support. Collaborative grade teams discuss interventions for non-proficient students. Assessment and intervention data is entered in a shared electronic data base; providing an effective tool for monitoring student achievement, subgroup performance and planning school wide intervention. Additional time and support are provided to non-proficient students, so learning can remain the constant for each individual and subgroup. Students may be scheduled for a double dose of reading or math instruction or placed in the after school PASS program, until proficiency is achieved. The Intervention Support team meets weekly to brainstorm academic and behavioral interventions, evaluate and monitor progress, and provide resources and consultation to Walker families. Summer school and Walker's Summer Scholar program are important components of instructional delivery. MAP data validate that these programs have reversed the trend of summer learning loss, particularly for struggling learners and Walker's economically disadvantaged cell group.

Walker staff are committed to the development of the whole child; recognizing differences in learning styles and rates along with the necessity of incorporating services that address the social and personal growth of students. The special education teacher, speech and language clinician, and school psychologist work collaboratively with teachers to provide an inclusive learning environment in which all staff share ownership of students. Curriculum is modified to ensure each child meets success within the regular education setting, and our Comprehensive Counseling program allows for weekly classroom presentations and small group meetings that teach and reinforce social skills, anger management, and behavioral support. A unique and innovative district preschool speech program is also housed at Walker, and targets children with severe articulation/phonological disorders in a small group setting. Walker staff remain committed to addressing any and all barriers to learning.

5. Professional Development:

The success of any school is defined by the individual and collective effort of its staff. Professional development is on-going and embedded at all levels of the school to ensure that every student succeeds. Staff examine school improvement goals and district initiatives to identify needs and establish an annual professional development plan.

The school year begins with three days dedicated to professional development. The annual data retreat begins with examining district data for strengths and weaknesses in curricular areas and cell group achievement. With the whole in mind, the focus shifts to analyzing building and student achievement data looking for curricular gaps and committing to a school wide plan. District and building initiatives are also addressed. Four additional days are staggered throughout the year to addresses building wide and district needs such as balanced literacy, THINK Math, Build Your Own Curriculum, NWEA MAP, and tiered instructional plans.

Staff meetings are conducted bi-weekly and focus on the specific needs of the students and staff. Meeting begins with an opportunity for staff to share new learning, celebrate successes, or seek assistance. Through this process, a culture of life-long learning, respect and collegiality is developed. Professional development at staff meetings is a shared responsibility. Teacher leaders share their expertise in areas such as using SMART technologies to engage students in learning or how to use the district math matrix to plan instruction aligned to grade level benchmarks. Staff also explore new research based instructional strategies. Each year, staff commit to a book study that addresses a curricular need identified through data analysis. This year, school planning identified a weakness in determining the meaning of words in context. Accordingly, staff chose to read and discuss Robert Marzano's *Building Background Knowledge for Academic Achievement*.

Collaborative team planning occurs in different ways at the district and building level and plays an integral role in on-going staff development and in supporting student learning. Both vertical and grade teams meet throughout the week to plan, analyze student data, and discuss student learning. Teachers create tiered instructional plans and assessments to meet the needs of all learners. Through discussions of benchmarks,

student work samples, and assessments, teachers learn new and effective instructional strategies from each other.

The value and importance of learning is demonstrated in the staff's commitment to professional learning communities. Staff regularly enroll in graduate classes and attend conferences and workshops. Staff return to school excited and motivated to share new learning with others. 78% of staff have, or are in the process of obtaining an advanced educational degree.

Finally, the complexity of teaching is well recognized, consisting of practices, which benefit from reflection and refinement. WAWM uses Charlotte Danielson's framework of professional practice which provides a common language for conversation and reflection about best practice. Staff establishes annual goals to guide self-reflection and professional growth. The principal conducts walk throughs, providing feedback to teachers based on the framework. When staff engage in conversation around this common framework they are able to learn from one another.

6. School Leadership:

Leadership is about engaging the school community by influencing people to be involved, committed and excited about carrying out the mission of the school. The principal at Walker school leads by communicating a vision of excellence, building relationships and empowering the school community to make it happen. High expectations for the academic and social development of all students are set. Staff are accountable to deliver rigorous, relevant and appropriate instruction for all students. The principal monitors achievement data and engages in data driven dialogue to make collaborative decisions about delivery of school wide intervention and allocation of resources. The principal establishes a framework for collaboration allowing teachers to improve professional practice and to plan, reflect and celebrate student learning. She treats teachers as professionals and works to maintain a collegially relationship of mutual trust and respect. Finally, the principal works to develop the leadership capacity and empower her staff by providing them with the skills, knowledge, and professional latitude to live the mission of the school.

As leaders of learning, staff are committed to the mission of the district and school so they work hard to make it a reality. They share in the decision-making through participation in the Building Leadership Team (BLT). BLT meets bi-monthly at the district level with implementation at the site in between. BLT members engage in the researching best practice and share the responsibility of staff development and implementation of district and building initiatives. BLT membership is on a rotating basis, further building the capacity of leaders throughout the school. Staff leadership is also evident in the development of school improvement and grade team SMART goals. Staff assumes leadership for school wide academic events such as Quiz Bowl, spelling bee, Young Authors Night, and Family Math Night. Staff seeks out external funding sources for pilot projects that support student achievement. Finally, staff demonstrates leadership by presenting at workshops, teaching graduate classes and serving on district teams.

Opportunities for student leadership exist throughout Walker School. These experiences build relationships that connect students to the school and contribute to the fulfillment of the mission. Student leaders provide tours to visitors, distribute mail, post daily announcements to the internet, supervise arrival and dismissal of 4K students, and monitor the hallways at lunch awarding "All Stars" to students displaying PRIDE. Student groups plan and present PRIDE assemblies to the student body. The Student Leaders program provides safety cadets, peer mediators, and mentors to new or disengaged students. Student Council builds a sense of community by organizing service and special events such as the talent show and funding drives for local charities. The Walker News Team demonstrates leadership by applying 21st century skills and knowledge to produce daily video announcements streamed into classrooms daily. Student PRIDE reporters capture positive behaviors throughout the school and display the snapshots for visitors in the foyer.

An active parent group plays an important leadership role in determining and addressing the needs at Walker. Parents complete annual surveys. The results are used to identify growth in previous focus areas and identify additional areas in need. In addition to paper and on-line surveys, focus groups and random phone questionnaires provide a snapshot of the needs and perceptions of the community. For example, during the 2007-2008 school year, staff contacted a random sample of sixty families. Responses were overwhelmingly positive supporting the school but a trend or concern over behavioral interventions after school was noted. In turn, staff developed an action plan to address the concern and communicate the results to the school community. Parent representatives serve on building and district committees such as the Strategic Structural Plan for School Success and Food Service.

At Walker School, everyone leads and everyone learns!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Exam (WKCE)

Edition/Publication Year: 2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	94	96	89		
% Advanced	52	59	50		
Number of students tested	33	27	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		100			
% Advanced		33			
Number of students tested		12			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE began for all third grade students in the 2005-2006 school year.

Subject: Reading

Grade: 3 Test: Wisconsin Knowledge and Concepts Exam (WKCE)

Edition/Publication Year: 2007 Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	94	93	89		
% Advanced	39	41	54		
Number of students tested	33	27	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		83			
% Advanced		33			
Number of students tested		12			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE began for all third grade students in the 2005-2006 school year.

Subject: Mathematics Grade: 4 Test: Wisconsin Knowledge and Concepts Exam (WKCE)
 Edition/Publication Year: 2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	88	93	86	76	71
% Advanced	38	47	52	47	32
Number of students tested	24	30	27	38	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	83				
% Advanced	8				
Number of students tested	12				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Wisconsin Knowledge and Concepts Exam (WKCE)

Edition/Publication Year: 2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	92	97	81	84	81
% Advanced	42	53	56	47	26
Number of students tested	24	30	27	38	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92				
% Advanced	25				
Number of students tested	12				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: Wisconsin Knowledge and Concepts Exam (WKCE)
 Edition/Publication Year: 2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	86	90	79		
% Advanced	46	43	55		
Number of students tested	35	21	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	80				
% Advanced	30				
Number of students tested	10				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE began for all fifth grade students in the 2005-2006 school year.

Subject: Reading

Grade: 5 Test: Wisconsin Knowledge and Concepts Exam (WKCE)

Edition/Publication Year: 2007 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
SCHOOL SCORES					
% Proficient plus % Advanced	91	81	87		
% Advanced	49	48	37		
Number of students tested	35	21	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	90				
% Advanced	30				
Number of students tested	10				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE testing began for all fifth grade students in the 2005-2006 school year.