

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

U.S. Department of Education

REVISED 3/15/06

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

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

Official School Name Owen-Withee Elementary School
(As it should appear in the official records)

School Mailing Address 832 W. 3rd St. P.O. Box 417
(If address is a P.O. Box, also include street address)

Owen WI 54460-0417
City State Zip Code+4 (9 digits total)

County Clark State School Code Number* 0020

Telephone (715) 229-4488 ext. 262 Fax (715) 229-4981

Website/URL www.owen-withee.k12.wi.us E-mail lbatchelor@owen-withee.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* Mr. James Friesen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Owen-Withee School District Tel. (715) 229-2151

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 Mr. Steven Heggemeier
(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: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$9,898
- Average State Per Pupil Expenditure: \$10,590

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 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 | 28 | 12 | 40 | 7 | | | |
| K | 22 | 20 | 42 | 8 | | | |
| 1 | 29 | 8 | 37 | 9 | | | |
| 2 | 11 | 17 | 28 | 10 | | | |
| 3 | 20 | 18 | 38 | 11 | | | |
| 4 | 17 | 19 | 36 | 12 | | | |
| 5 | 22 | 19 | 41 | Other | | | |
| 6 | 19 | 21 | 40 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 302 |

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 99 | % White |
| | % Black or African American |
| 1 | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % 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: 15 %

[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. | 20 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 27 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 47 |
| (4) | Total number of students in the school as of October 1 | 311 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .15 |
| (6) | Amount in row (5) multiplied by 100 | 15 |

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 40 %
 Total number students who qualify: 124

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: 19 %
58 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> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 2</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 7</u> Specific Learning Disability |
| <u> 14</u> Emotional Disturbance | <u> 31</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 3</u> Mental Retardation | <u> 1</u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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> | _____ |
| Classroom teachers | <u> 17</u> | _____ |
| Special resource teachers/specialists | <u> 10</u> | _____ |
| Paraprofessionals | <u> 3</u> | <u> 2</u> |
| Support staff | <u> 3</u> | <u> 3</u> |
| Total number | <u> 34</u> | <u> 5</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

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 % | 95 % | 96 % | 96 % | 95 % |
| Daily teacher attendance | 96 % | 96 % | 96 % | 97 % | 96 % |
| Teacher turnover rate | 0 % | 3 % | 6 % | 0 % | 6 % |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III-SUMMARY

The communities of Owen and Withee have had a long tradition of academic excellence for well over a century, while existing less than two miles apart. The village of Withee was the first to have an established school. In 1883 a lamp-lighted boardwalk would show the students the way to school. Enrollment increased due to rapid advancement of agricultural development. In the mid-1890's Withee became a State Graded School, which meant that the teaching staff could be increased from three to four. The first school in Owen was built in 1894. Many students had to walk long distances to school in all types of weather. The journey to a proper education was dangerous at times, as an old dam had to be crossed using wooden planks. The first board of education was added in 1898 and consisted of only two members. One of their first duties was to set the monthly salary of the teaching staff, which totaled forty dollars. As each community grew the schools defined the small but independent towns. Discussion of a merger between the Withee and Owen schools started in 1954 and continued into 1955, which led to a special election being held on June 24th 1955 to determine the fate of the two schools. The combined "yea" votes from the city of Owen and surrounding precincts favored the merger and in the fall of 1955 the era of consolidation of these two schools began. Space became limited and in 1963 a new high school was built midway between the two communities. Each town kept their elementary school until 1983, when a new elementary school was added to the existing high school making the Owen-Withee School District a K-12 building. This building has served the community well. New state regulations and a demand to provide quality education have brought about continued changes that have included: a four-year-old kindergarten program, a new high school IMC/media center, that includes a distance learning lab, to expand the curriculum opportunities for our students, a school-wide computer network and internet system to keep students keep pace on the information highway.

The Owen-Withee Elementary School educates students from 12 municipalities spread over approximately 75 square miles in rural central Wisconsin. The total population for the Owen and Withee area is approximately 1,425. With a PK-6 enrollment of 302 students our student to teacher ratio is a very manageable 18 to 1. Our school is a safe and friendly place where students are greeted with smiles and positive messages. In partnership with our community, the district provides an education that is appropriate to each student, in order for students to become productive lifelong learners and successful citizens in an ever-changing world. In light of this mission, the district's motto is: "Striving for Excellence." This quest for excellence has focused on a continued review of the Wisconsin State Standards and how they align to our curriculum. With new Criterion Referenced Testing in place, proper attention to assessment frameworks is also part of our teacher's commitment to our mission.

Owen-Withee Elementary School is an award winning school. In the spring of 2004 and in the fall of 2005 the school was recognized by the State of Wisconsin Department of Public Instruction as a New Wisconsin Promise School. Schools being recognized had to be Title I eligible, be in the top quartile of the state for free/reduced lunch percentages, have above-average student academic performance in reading and in mathematics for all students and student subgroups when compared to similar schools, and have met adequate yearly progress (AYP) indicators for two or more consecutive years. Student achievement and success are at the top of the list at OWES.

Our school has a knowledgeable and caring staff that works diligently to prepare the students to become lifelong learners. We are constantly searching for ways to reach all our students at their individual learning levels. Flexibility is one important aspect to our teacher's repertoire. The staff takes it upon themselves to seek professional development opportunities that will benefit their students as well as their colleagues. Our staff is passionate about their students' success and will always look for ways to improve their teaching to ensure that success.

Owen-Withee Elementary School has a proud tradition of excellence in educating its students. That tradition includes involving parents and the community with the school in a collaborative effort to empower the students to become lifelong learners. The school is optimistic of what the future holds for our children. With a clear vision and determined supporting cast, our students are on their way to academic success and bright futures.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. ASSESSMENT RESULTS:** Students at Owen-Withee Elementary School have been assessed over the past decade or so, by the state using two basic state-regulated standardized tests. Until this year, all 3rd grade students were tested each spring in reading. This test was known as the Wisconsin Reading and Comprehension Test (WRCT). In the 1996-97 school year all 4th grade students in Wisconsin were required to take the Wisconsin Knowledge and Concepts Exam (WKCE). This standardized exam tested students' academic achievement in five core subject areas: math, reading, language arts, science and social studies. The Wisconsin Student Assessment System (WSAS) is comprised of the WKCE and Wisconsin Alternative Assessments (WAA) they are used in assessing our students. The WKCE assesses students in grades 4,8 and 10 in the five core subject areas, while the WAA tests students in those same grades with more severe disabilities and those students at early levels of the English language.

Proficiency levels describe how well students perform on these statewide exams. There are four levels of proficiency: advanced, proficient, basic and minimal. Proficiency levels are based solely on scores obtained on the WSAS. Proficiency categories used in reporting WAA results for students with limited English proficiency correspond to those set for the WKCE. A fifth level of proficiency, pre-requisite skill, describes an achievement level below the range tested on the WKCE. The long-term goal is for all students in each subject group, except certain students with severe disabilities, to progress to the proficient or advanced levels by the year 2013.

State scores at Owen-Withee Elementary School have maintained a high level over the past three years. Proficient or advanced percentages in math in 2002 were 90% while state percentages were 71%. In 2003 the advanced and proficient percentage for OWES was 88% compared to the state percent of 74 %. 2004 had OWES at 90% advanced or proficient and the state at 72%. OWES is one of 17 elementary schools in Wisconsin that has the highest test score average on the WKCE for the past three years. It is the only elementary school with a socioeconomic level of low to average based on average household income.

In the subject of reading OWES shines. On the WKCE results for three years have been very consistent with advanced and proficient percentages at 97% in 2002, 97% in 2003 and 98% in 2004. State percentages for those three years were 81% in 2002, 82% in 2003 and 82% in 2004. Another reading assessment given to students in the past was the WRCT. This assessment was given to Wisconsin 3rd grade students, until this year when the Criterion-Referenced Tests (CRT) replaced this exam. It should be noted that OWES results on this state exam was 100% of it's students achieved either proficient or advanced scores for the past three years. All student subgroups were tested and no students were excluded. State averages remained in the 80% range over the same time period.

Examining the percent of students who score proficient or advanced at OWES on these state assessments, it is clear that they have eclipsed the cut scores set by Wisconsin educators under NCLB legislation to make Adequate Yearly Progress (AYP) in reading and math.

At OWES the one student subgroup that shows the most interesting results is the economic status subgroup. This subgroup compares the economically disadvantaged students in our district with the “not” economically disadvantaged students. “Economically disadvantaged” is defined as those students who qualify for free or reduced lunch prices, which in turn is determined by their parent’s personal income. In the past three years the 4th grade classes who have taken the WKCE at OWES have averaged over 40% of their students qualify for free or reduced lunch prices. In math, over the past three years, the percentages of students achieving proficient or advanced levels from both economic groups shows little difference, although in 2004 the economically disadvantaged students achieved a 94% level of proficient or advanced to 87% for the “not” economically advantaged students. In reading, the economically disadvantaged students have scored 100% proficient or advanced the past two years to 95% for the “not” economically disadvantaged students. When comparing the economically disadvantaged students at OWES with the same group statewide, the students at OWES average close to 30 percentage points higher on the WKCE in both reading and math. This success can be directly attributed to the amount of time the students receive from our Title I staff, the commitment of the teachers to use classroom strategies to meet all their students and a desire to see all students achieve academically.

More information on how OWES performed on the other parts of the WKCE and WRCT can be found on the Wisconsin Information Network for Successful Students (WINSS) website at: www.dpi.state.wi.us/sig/index.html.

2. **USING ASSESSMENT RESULTS:** Owen-Withee Elementary School uses assessment data from the Wisconsin Knowledge and Concepts Exam (WKCE) to help plan how to improve our school. The teachers are given four half days per school year to work on curriculum and review assessment results. Once results are posted our staff meets to review the scores and identify any student who may be in need of remediation of a particular subject area. The exam is broken down by core subject and an item analysis of the exam questions is conducted. This analysis pinpoints where the students are having difficulty. This item analysis is helpful because it help review our curriculum and how well it is aligned to the Wisconsin Model Academic Standards. The strengths and weaknesses of our curriculum are easily seen and if changes or modifications to teaching objectives need to be made then they are rewritten as curriculum benchmarks. The curriculum benchmarks reflect the way the particular objective will be met. Strategies and materials are a part of the objective but how the objective is being taught is really at the heart of this review. If assessment results show a gap in achievement then they are prioritized and dealt with by the staff as a team, usually involving teachers that are below and above the tested grade. This gives ownership to the teachers provides a focus that indicates what is important to improve student achievement, and in turn, the school as a whole.

3. **COMMUNICATING ASSESSMENT RESULTS:** Owen-Withee Elementary School communicates the results of student assessment through a variety of meaningful methods. These methods involve the students, parents and community. Students are continually made aware of their performance through daily assignments and projects. The use of rubrics has made the students aware of the desired performance level the task requires. Rubrics also lead into student-teacher discussions of how to improve academic achievement. Teachers use assignment notebooks to communicate with their students and send assignment folders home to be reviewed by parents as to the performance of their student in class. Students in grades 4-6 are recognized for academic success by making the honor roll each quarter for achieving set requirements. Students who show signs of academic improvement but do not qualify for the honor roll can receive an academic improvement award. Students are also made aware of their assessment results at monthly Student Recognition Days, a school-wide assembly program, where student achievement is acknowledged.

Parents are informed about student assessment through school newsletters and announcements. The District Assessment Coordinator (DAC) informs parents of upcoming testing and how to interpret the results. The DAC also discusses changes in testing and testing procedures in articles for the district newsletter. The school district sends a monthly newsletter to all residents in the district and reports student achievements once the results of the state tests can be released to the public. Teachers inform parents of student performance through mid-quarter reports, which highlight areas of academic strengths and weaknesses being experienced in that particular school term. If students are not working up to academic standards, a Teacher Assistance Team (TAT) is formed to discuss different strategies that have not been used with the student that might help the student in the areas they are experiencing the difficulty. Test data from the Wisconsin Student Assessment System (WSAS) is also discussed with parents at individually scheduled parent/teacher conferences during the school year.

The community is made aware of student performance by the district newsletter and articles written by the administration in the local newspaper. The public is invited to attend monthly school board meetings, especially those that discuss the results of the state tests.

- 4. SHARING SUCCESS:** Owen-Withee Elementary School belongs to the local Cooperative Educational Service Agency (CESA 10), which serves the 30 surrounding school districts in central and western Wisconsin. Sharing and collaboration between these districts is the main thrust behind this agency. Meetings to discuss successful programs and events including student assessment are attended by school administration monthly. Staff development is another function of CESA. Workshops and classes are offered to teachers to keep them current in new methods and research.

Owen-Withee Elementary School welcomes the opportunity to share programs and ideas with other schools both locally and statewide. This can be achieved by accessing our district website for specific information about the school. Detailed student achievement information about the elementary school can be accessed by using the Wisconsin Information Network for Successful Student (WINSS) website.

PART V – CURRICULUM AND INSTRUCTION

- 1. CURRICULUM:** Students learn best when they are interested in the subject matter and when they see connections to their own lives. One of the greatest challenges in curriculum design and instructional practice is to strike a healthy balance between an emphasis on separate school disciplines and the connectedness of knowledge and learning. Learning gains depth if this balance is established through connections across school disciplines; connections between content and learner, between school, community, and student; and connections between classroom assessment and student progress.

Teachers work continually to keep the curriculum aligned with state standards and review the benchmarks they have created to meet the objectives of each curricular subject. Learner outcomes are set by each grade level to match state standards to ensure proper content is covered and eliminating gaps in the curriculum. A district curriculum steering committee, made up of teachers, administrators and community members meets four times a school year to discuss curriculum concerns and the progress of updating new curriculum. Teachers are given four half days per school year to align curriculum and create new benchmarks and teaching objectives if needed. Each curriculum document is available to staff via email server, with hopes of an online curriculum in the near future for parents and community members to view.

All students at OWES are engaged in learning through direct instruction emphasizing individual learning styles. The use of “hands-on” teaching methods are at the top of the list in many subjects. Flexible grouping is used throughout the elementary school; both large and small groups are used, many times in the same class. The use of technology is a vital part of a student’s learning at OWES. Students can use a new portable PC laptop lab in their classroom or access new laptops in the media center. Teachers have a variety of ways to approach a daily lesson. Traditional drill and kill activities have taken a turn to investigation and high level thinking activities. Reteaching and enrichment options are provided based on the students’ individual needs. A real effort is made by the staff to integrate real world applications across the curriculum and connect those applications into a clear scope and sequence in all subject areas.

The core of the K-6 Language Arts curriculum is based on a holistic approach that encompasses all aspects of the English language, such as spelling, written and oral language. Primary grades work with phonetic awareness and the beginning stages of the writing process. Vocabulary building activities are a large part of their curriculum. As the students progress more attention is given to the writing process. The elementary school uses the six traits writing program. Each trait is introduced and developed each year. As students gain experience with the writing traits they are able to reach higher levels of success in their written language.

The Mathematics curriculum includes elements of traditional instruction with many opportunities to infuse reform math activities. A new K-6 math series as adopted three years ago and both teachers and students are benefiting from the selection. A strong emphasis is placed on basic computation but the need to expose students to critical thinking and problem-solving strategies was a main reason for the change in text series. The use of technology and math manipulatives makes the lessons meaningful for students and makes the connection to the real world more visible.

The Science curriculum based on the world around the student and how they exist in that world. Basic life science and body systems are part of the early experiences for students. “Hands-on” experiments and investigations are at the center of the curriculum at the elementary school. As a student progresses through the curriculum, they are asked to use the scientific method to compile and question data through inquiry and research. This prepares the student for what they will experience at the next level of the science curriculum.

The Social Studies curriculum is broken into different segments in the elementary school. The primary grades deal with family and community awareness, safety and what makes a good citizen. The curriculum in the intermediate grades focuses on Wisconsin studies and the geography, government, and economics of the United States. The study of U.S. history is first developed in fifth grade. Students learn what history is and why they need to study it. World History is introduced in sixth grade. Attention is given to different cultures, traditions and lifestyles of ancient civilizations. Students have many lessons where technology can enrich their experience via the internet using web quests.

The curriculum in Art, Music, Physical Education and Media are included in the student’s week. These subjects are integrated into the core content areas whenever possible. The K-6 Art curriculum works with different mediums and techniques. Classes are “hands-on” for all grade levels. Research is part of the curriculum and famous artist’s influences are discussed. Personal creativity and expression are developed through numerous independent projects. The purpose of the Music curriculum is to inform, challenge, direct, enhance and provide meaningful music experiences, so that students may establish a solid and permanent relationship with music. Students start with the basics of sound and tone and progress to read and play music they write themselves. Music is an integral part

of a complete education. Music is one way of moving beyond words to create an experience of feeling, not just information about it. Physical Education curriculum includes general physical fitness, skillful use of the body, and knowledge of the effects of exercise on the human body, and desirable attitudes and behaviors. Wellness is a topic that is discussed as part of the physical education curriculum by both students and staff. Curriculum supplements are provided by various health related agencies, which add to the overall educational experience.

The Media curriculum consists of both general library skills and use of technology. Students are taught how to use the library to become proficient consumers of the media center. Learning about the materials before them is one way to increase circulation of reading titles. Lessons are designed to include the technology available to the students in the media center. Student projects are part of the assessment process to determine the levels of proficiency with technology. Once a student uses the technology then the goal is to get them to use newly acquired knowledge across the curriculum.

- 2a. (ELEMENTARY SCHOOLS) READING:** The 2005-06 school year has brought about a change at OWES. The elementary school has moved from a targeted-assisted Title I school to a school-wide Title I school. This means more struggling students can be assisted with reading than ever before. One of the key factors to the success of the students at OWES in the subject of reading is that seven of the current staff have either a masters degree or special certification in the field of reading. This makes for a knowledgeable and current approach to the reading program at OWES, especially in the early grades. A number of reading programs are being used. From companion reading to literature circles to trade books, students experience an array of ways to learn how to read. Phonetic awareness and the building of vocabulary are an essential part of the overall programs. In an effort to become consistent in our reading instruction, guided reading is the new reading program at OWES. This program is currently used at all instructional levels. The main thrust behind this move was to better meet our students at their individual reading levels. A book room was added in the elementary school with leveled books so all students can read material they can comprehend and enjoy. Students read “just right books” to help build reading confidence. Reading interventions are planned by grade level teachers, Title I staff and Special Education staff. Interventions are discussed through grade level meetings, Teacher Assistance Team (T.A.T.) meetings or Individual Educational Plans (IEP’s). Students are able to use the Accelerated Reader program for a supplement to the regular reading curriculum. Many students take advantage of this opportunity to read independently. While this program tests students at the literal level, the school realizes the need to incorporate reading for enjoyment as well as content reading.
- 3. OTHER CURRICULUM:** The Owen-Withee Elementary School math program is currently under a transition. In 2003 our school district brought in our local CESA to do an audit of our K-12 math program. What we found out was that our staff does an excellent job of teaching conceptual and procedural mathematics. This is done by using a “hands-on” approach. The use of manipulatives is at the heart of math instruction across the grade levels. A variety of teaching supplements add detail and support to the standards-based curriculum. The language of mathematics is integrated across the curriculum at each grade level as well. Constant teacher assessment in the primary grades helps identify students who might require support from our Title I staff or parent volunteers. At the upper grades, students work in groups regularly and ask peers for insight in trouble areas. The focus of the math program for the future will be building problem-solving strategies that will relate with the “real-world” students find outside their classrooms. Challenging critical thinkers through differentiated instruction is now becoming a reality at OWES.

- 4. INSTRUCTIONAL METHODS:** How a school teaches what it is supposed to teach to its students makes all the difference in the world. Teachers who show enthusiasm for their subject matter is important but more importantly than that, teachers must show enthusiasm for their students. Students at OWES know that they are cared for and their progress is closely monitored by a qualified staff. Students' success is everyone's goal, from Title I to Special Education, to Speech and Language. Our staff works together to identify students who may be struggling and help those students to become successful.

A variety of teaching and learning styles are evident At OWES. A teacher needs to be flexible in their approach to how a particular lesson may be conducted. Individual learning styles are taken into account when planning specific lessons. This can mean the use of cooperative groups in a classroom or the use of small group instruction. Students working with other students will be observed. "Hands-on" activities are routine, with students working at stations and tables. Teachers encourage activities that increase student participation, this in turn, leads to student motivation. Instruction of a particular subject requires cross-curricular consideration. This consideration helps to ensure that all avenues are explored to achieve student success.

As mentioned before, if a student is not progressing, teachers intervene. Parents are contacted through phone calls or letters. The use of assignment notebooks keep parents informed as to their student's progress. Mid-quarter reports are sent and conferences are scheduled. Teachers use the Teacher Assistance Team (T. A. T.) to discuss possible learning strategies that may have not been tried with a particular student to see if they might make a difference in student success. In some cases a staff mentor will be assigned to a student to check the progress of the student.

- 5. PROFESSIONAL DEVELOPMENT:** The teaching staff in the Owen-Withee School District is given the opportunity to accumulate fifteen hours of individual inservice each year. Most staff members will attend workshops from our local CESA, dealing with topics they wish to incorporate into their classrooms. This is especially true in the areas of reading and mathematics. Guided reading and problem-solving strategies are the most popular. Teachers attend state or local conventions in their specific areas of interest. Teachers continually complete graduate courses for recertification and professional enrichment.

Perhaps the one element that sets the staff members at OWES apart from others is their willingness to share with each other what they learn. A recent district inservice day was not filled with meaningless information or a motivational speaker. Rather, teachers who had attended various workshops or conferences during the school year wanted to share the information they had acquired with the other staff members. The knowledge and skills that were shared that day were better than any program the district could have planned. It refreshed staff members and energized them to consider new strategies and teaching methods.

Teachers come back to their classes ready to implement new and challenging learning strategies with their students. These practices keep the students aware of the ever-changing world around them. Having teachers who prepare for future helps the students to achieve at a higher level due to the fact they know what expectations are required of them.

Our staff has participated in trainings on differentiated instruction and non-violent crisis intervention. Specific training is currently being provided by the school district in Guided Reading to all elementary teachers. Teachers at OWES have the drive to remain current with educational trends and what to be included in those movements. The school district acknowledges that academic achievement requires that the teachers be highly qualified for the curriculum they instruct and provides the staff with time and financial support to ensure this professional growth.

PART VII - ASSESSMENT RESULTS

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Owen-Withee Elementary, Owen-Withee School District**

Subject: **Mathematics**

Tested Grade(s): 4

Test: Wisconsin Knowledge & Concepts Examination (WKCE)

Publisher: State of Wisconsin and CTB/McGraw-Hill

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

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

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

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|------------------|------------------|------------------|
| Testing month | November | November | November |
| SCHOOL SCORES (Full Academic Year Students): | | | |
| % Proficient + Advanced (meeting state standards) | 90% | 88% | 90% |
| % Advanced | 54% | 36% | 41% |
| Number of students (full academic year) | 39 | 33 | 39 |
| Percent tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| SUBGROUP SCORES (Full Academic Year Students): | | | |
| 1. White, non-Hispanic | | | |
| % Proficient + Advanced (meeting state standards) | * | * | * |
| % Advanced | * | * | * |
| Number of students tested | 38 | 32 | 38 |
| 2. Economically Disadvantaged | | | |
| % Proficient + Advanced (meeting state standards) | 94% | 86% | 89% |
| % Advanced | 44% | 29% | 28% |
| Number of students tested | 16 | 14 | 18 |

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Owen-Withee Elementary, Owen-Withee School District**

Subject: **Reading**

Tested Grade(s): 4

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| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|------------------|------------------|------------------|
| Testing month | November | November | November |
| SCHOOL SCORES (Full Academic Year Students): | | | |
| % Proficient + Advanced (meeting state standards) | 98% | 97% | 97% |
| % Advanced | 62% | 67% | 56% |
| Number of students (full academic year) | 39 | 33 | 39 |
| Percent tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| SUBGROUP SCORES (Full Academic Year Students): | | | |
| 1. White, non-Hispanic | | | |
| % Proficient + Advanced (meeting state standards) | * | * | * |
| % Advanced | * | * | * |
| Number of students tested | 38 | 32 | 38 |
| 2. Economically Disadvantaged | | | |
| % Proficient + Advanced (meeting state standards) | 100% | 100% | 94% |
| % Advanced | 56% | 57% | 44% |
| Number of students tested | 16 | 14 | 18 |