

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

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

Name of Principal: Mrs. Judith Grace

Official School Name: Merryman Elementary School

School Mailing Address:  
611 Elizabeth Avenue  
Marinette, WI 54143-2699

County: Marinette State School Code Number\*: 0120

Telephone: (715) 735-2526 Fax: (715) 732-3433

Web site/URL: www.marinette.k12.wi.us E-mail: jgrace@marinette.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. Randy Neelis

District Name: Marinette School District Tel: (715) 735-1406

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: Mr. John LaCourt

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

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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:
- |          |                     |
|----------|---------------------|
| 3        | Elementary schools  |
| 1        | Middle schools      |
|          | Junior high schools |
| 1        | High schools        |
|          | Other               |
| <b>5</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10824

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. 6 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			0	7			0
K	25	28	53	8			0
1	24	18	42	9			0
2	30	26	56	10			0
3	17	28	45	11			0
4	26	23	49	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							245

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
           % Asian  
           % Black or African American  
           % Hispanic or Latino  
           % Native Hawaiian or Other Pacific Islander  
99 % 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: 3 %

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	247
(5)	Total transferred students in row (3) divided by total students in row (4).	0.028
(6)	Amount in row (5) multiplied by 100.	2.834

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 132

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: 13 %

Total Number of Students Served: 32

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>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>12</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>18</u>	<u>9</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 20 :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	94%	94%	95%	95%	96%
Daily teacher attendance	92%	93%	99%	94%	94%
Teacher turnover rate	36%	0%	29%	0%	0%

Please provide all explanations below.

For the 2007-2008 school year we experienced higher than usual chronic truancy with some of our students who have since left the district. In 2006-07 we had a significant number of absences due to illnesses.

For the past two years, we've been providing much more release time for staff development which impacts the overall teacher attendance percentage.

Our school district dropped from participation in the Wisconsin SAGE program which targets lowering class sizes to a 15:1 ratio for the 2005-06 school year. It resulted in staff reductions which affected the teacher turnover rate. The closing of an elementary school coupled with staff retirements caused the high percentage of staff turnover for 2007-2008.

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	<u>0</u>
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> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Merryman Elementary School is part of the School District of Marinette. Marinette is a community of 11,000 people located 50 miles north of Green Bay, Wisconsin. Our small city enjoys a rich history steeped in community pride. Both the city and county are named in honor of a remarkable woman who was the daughter of the Menominee Indian chief, Wauba-Shish. "Queen Marinette" as she was affectionately called, is considered the founder of our city when she established a fur trading post on the banks of the Menominee River in partnership with the American Fur Company. Marinette was incorporated in 1887, and by 1900, was the tenth largest city in Wisconsin. It was in essence, a boom town. Once the lumbering business began to fade, industries associated with it closed down and the community gradually shrank to the size it is today.

Throughout our history the people of Marinette have maintained the same fierce pride for the schools serving their children as they hold for the community. We enjoy tremendous support from the citizens of Marinette as evidenced by the passing of a \$28,000,000.00 referendum in 2000 for renovations and additions for six elementary schools and our high school and the building of a brand new middle school. Support for education extends beyond our K-12 school district to the two post high school programs located within the community. Many of our students begin their post high schooling career at the University of Wisconsin-Marinette.

Although academic excellence has been the cornerstone of our mission, it has not been the only point of pride for our schools. Through the years our students have also done very well in the areas of athletics and the performing arts, which we view as important aspects of a well-rounded education.

The mission of Merryman Elementary School is to provide a quality education for all students in the kind of positive, safe environment that grows from open communication and collaboration between students, staff, and parents. The faith and pride that our community and parents hold for our school is taken very seriously by the staff of Merryman School. We strive to maintain the standard of highly qualified educators as prescribed by NCLB by continually seeking out staff development opportunities that target best practice. We recognize the need to deliver instruction that takes into account varied learning styles and ability levels so that each of our 245 students grades K-4 receives the best possible education.

Each year, our work is driven by the SMART goals we develop based on the review of the various state and local assessments during our annual data retreat. We use both informal and formal assessments. Our instructional decisions are based primarily on the student achievement data analyzed in this process. Staff development opportunities offered throughout the year is closely tied to this process as well. We deem it essential to provide staff with the tools needed to implement the classroom practices that target the desired results outlined within the SMART goals.

The staff of Merryman School also recognizes that we must partner very closely with our families and community agencies to address all the needs that impact our students' learning. We believe that a warm, caring and inviting learning atmosphere is the key to the success of our students. We can deliver the most up-to-date curriculum based on best practice with state of the art support systems and still fail in our mission if not for the genuine care we hold for each and every student attending Merryman School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

All fourth grade students at Merryman Elementary are assessed each fall under the state of Wisconsin Knowledge and Concepts Exam (WKCE) in five core subjects: math, reading, language arts, science and social studies. Since the fall of 2005, third grade students have also been assessed in reading and math using this standardized criterion referenced instrument. Student performance on these assessments is reported in proficiency categories of Advanced, Proficient, Basic and Minimal. General proficiency categories are defined as follows:

- Advanced: Student demonstrates in-depth understanding in knowledge and skills
- Proficient: Student demonstrates competency in knowledge and skills
- Basic: Student demonstrates some academic knowledge and skills
- Minimal: Student demonstrates very limited academic knowledge and skills

Students who score proficient on the WKCE are considered to have met state standards. Those who score advanced are considered to have exceeded state standards. Information on the Wisconsin Assessment System can be found at <http://data.dpi.state.wi.us> .

Our third and fourth grade students have consistently scored at the advanced and proficient levels in both reading and math on the WKCE. In 2007-08, 86% percent of third grade students scored at the proficient or advanced levels in reading whereas in 2005-06, 78% scored at the proficient or advanced levels. In 2007-08, 89% of the fourth grade students scored at the proficient or advanced levels up from the 85% in 2003-2004. For the area of math, 88% of our third grade students scored proficient or advanced in 2007-08, an increase of 5% over the 2005-06 proficient or advanced score of 80%. The fourth grade scores have increased as well from 82% in 2003-04 to 90% in 2007- 08. It should be noted that there has been an even more significant gain in our fourth grade math scores from the 2001-02 proficient or advanced score of 67% and the 2003-04 proficient or advanced score of score of 79% to the 2007-08 score of 90%.

The implementation of the "Everyday Math" program, which emphasizes higher-level thinking and problem-solving skills, has boosted achievement on those components of the WKCE math test. However, through our data analysis process we identified a weakness in the program in the area of mastery of basic facts and operations. For the past two years, our teachers have been using Accelerated Math, a computer based math practice program. The program allows our students to practice basic math facts and concepts at their individual instructional level. We believe the combination of these two programs accounts for the overall improvement of the math score.

The only subgroup large enough to measure is our economically disadvantaged students. Over the past five years the scores for this subgroup at the fourth grade level have been, for the most part, slightly higher than the non-economically disadvantaged students in the area of reading. The math scores for this group have fluctuated from being slightly higher to slightly lower than the non-economically disadvantaged group. For the third grade, the reading scores of the economically disadvantaged students are fairly consistent with those of the non-economically disadvantaged students. In the area of math, the subgroup score for 2007-08 of 69% is significantly lower than 86% score for the non-economically disadvantaged group. We saw the same kind of discrepancy in the 2005-06 data for third grade but those same students scored significantly higher as fourth graders on the 2006-07 tests. The large discrepancies in these scores on the WKCE have not been reflected on our local assessments in either year. Although we will target this area in our data retreat analysis process this summer, it is somewhat difficult to account for the fluctuations in scores on the WKCE when the group of students tested changes each year. We have found our local assessments to be more reliable over time in determining areas of weakness in our instructional programs.

## **2. Using Assessment Results:**

Program planning for each school year begins with a data retreat in July where representative members of the school staff gather to review and analyze assessment data. The data team looks at our local common assessments as well as the state WKCE testing data to determine areas that need to be addressed for our students. Traditionally, our curriculum focus has been in the areas of reading and math. We do an intense item analysis, which reveals those specific skills that are lacking. A basic framework is laid for review of the instructional practices and strategies that may be implemented to support classroom teachers in addressing the achievement gaps we've identified.

The information gleaned from the data retreat is shared with the entire staff during our opening in-service days in the fall. We have used a school improvement committee structure to formulate initiatives centered on best practice instructional models. Due to limited resources, it has been a struggle to gain planning and staff development time needed to do a thorough job of implementing new ways to deliver instruction to our students. This year we were fortunate enough to be awarded a REACH (Responsive Education for All Children) grant. This grant has given us the opportunity to bring teachers, administrators, school support staff, parents, and community members together to communicate and plan for student success. It provides us with the resources to free up our committee members during the day to work on the initiatives we've identified. The REACH committee meets monthly for half a day to research and plan for staff development and to develop our school-wide improvement plan initiatives. We've also gained funding to provide after school in-service training in specific instructional practices for our entire staff. The additional opportunities for collaboration have made our work much more efficient and effective.

## **3. Communicating Assessment Results:**

There are several avenues utilized to communicate student performance with our parents, students and community. We are fortunate in the Marinette School District to be able to maintain an excellent means of communication through our district website. As test results are released by the state of Wisconsin each year, they are made available on our district web page. The site also provides a link to the Wisconsin Department of Instruction's WINNS site which publishes state assessment results for the schools throughout the state.

We utilize our local newspaper to publish assessment results as well as building level newsletters. Individual student test results are shared with parents at Parent/Teacher conferences along with the traditional progress reports. Additionally, parents are able to monitor student progress on a daily basis through the Family Access feature of our district website.

## **4. Sharing Success:**

Merryman Elementary takes every opportunity possible to share our student success stories. In the past, we included items in the district-wide newsletter published four times a year. One of our proudest contributions to that publication was the announcement in the 2006-2007 school year that our school had been named as a Wisconsin New School of Promise.

We continue to share the good news through our monthly newsletters to our parents. The community is kept informed of the good things happening at Merryman Elementary through feature stories and periodic news releases in our local newspaper. The staff at Merryman Elementary enjoys an extremely collaborative working relationship with our PTO. We are afforded an opportunity at their monthly meetings to share our successes with them. They in turn spread the word with their entire membership through their communications. They also support our efforts to bring our families together to celebrate what we've achieved together within the school community. One of the highlights of the year is the PTO sponsored school picnic where we recognize our students for their achievement of their individual reading goals for the year.

During this school year we have been afforded another opportunity through our state of Wisconsin REACH grant to meet with personnel from three other district schools to share our success and progress in implementing the initiatives we've put in place to raise student achievement. We will all travel to Madison, Wisconsin in the spring to make a presentation of our yearlong efforts at the REACH Initiative showcase.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Merryman Elementary School follows the School District of Marinette's curriculum, which is based on the Wisconsin state standards. Our curriculum areas are reviewed and revised on a regular basis by K-12 curriculum committees comprised of staff members from each grade level who work under the guidance of our district curriculum director.

**Reading/Language Arts:** We employ a balanced literacy approach to reading instruction. The Harcourt/Brace basal reading series is used throughout the grades to maintain a systematic scope and sequence to the presentation of the various strands of literacy. Students in grades K- 3 also receive additional support for phonemic awareness development through formal phonics instruction. Staff recognizes the interconnection between writing and reading so significant emphasis is placed upon writing across all curricular areas. We utilize "Readers/Writers Workshop" and "Six Trait Writing Plus One" for writing instruction.

**Math:** We are in the sixth year of a math curriculum, which has a constructivist approach as the basis for instruction. Our current program relies heavily on the "Everyday Math" series. Students work their way through a spiraling curriculum with heavy emphasis on exploratory lessons, which provide hands-on activities, covering concepts that relate to real life problem solving. Students are exposed to various methods to approach problem solving which takes into account different learning styles. The Everyday Math program is augmented by the use of Accelerated Math, a computer based program with emphasis on additional practice of basic facts and concepts.

**Science:** The last curriculum revision for science instruction placed a heavy emphasis on a standards based investigative program. With the help of Dr. Bev Pestel from the University of Indiana, the science curriculum committee spent many months creating a scope and sequence of science themes to be covered at each grade level. Each theme is presented with the use of inquiry-based science kits for experimentation and application of the concepts embedded in that particular theme. Daily lessons focus on the inquiry method of the scientific process whereby students must observe, ask questions, formulate hypotheses, and record, organize and communicate data.

**Social Studies:** This curriculum is delivered according to the district learning guide prescribed for each grade level. These learning guides follow the state standards and benchmarks with content work in the areas of geography, history, local, state and national communities and understanding world cultures. Two commercially published programs (Scott Foresman and MacMillan) provide the basic structure for delivery of instruction. In addition students use current event magazines and technology to make connections to the world outside of the classroom. Character education is incorporated in bi-monthly classroom guidance lessons delivered by the school's guidance counselor.

**Fine Arts:** Our students benefit from 120 minutes of instruction delivered by the art and music specialists each week. In art, students explore the elements of design to include space, line, color, texture, shape, and form. Students also complete interdisciplinary projects tied to topics covered in other curriculums. In music, students study melody, pitch, rhythm, style and dynamics. The music curriculum exposes students to multi-cultural influences with emphasis on how they impact performing arts in America.

**Physical Education:** Our students receive 60 minutes of physical education instruction each week delivered by the physical education specialist. The physical education curriculum places emphasis on activities that develop the skills necessary to maintain a healthy, active lifestyle. Daily lessons are geared towards motor skill and fitness development in the context of organized games and sports. Additional emphasis is given to fair play and

sportsmanship. Drug and alcohol awareness, sexuality and relationship building are covered in the bi-weekly classroom guidance lessons conducted by the school's guidance counselor.

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

The school's reading curriculum is based on the state of Wisconsin reading standard which states that students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others. Specific benchmarks targeted in our reading curriculum include using effective reading strategies to achieve their purposes in reading, interpreting and critically analyzing literature and reading and discussing literary and nonliterary texts in order to understand human experience.

Instructional strategies utilized within the reading curriculum include whole group direct instruction, cooperative learning groups, small group skills work and one-on-one interventions as warranted and provided by regular, special education staff and our Title I teacher. The School District of Marinette also employs the services of a reading specialist to identify areas of weakness within our program that may need to be targeted for additional attention, especially in regard to staff development.

An especially effective component of our reading program at Merryman Elementary School is the school-wide reading practice program that targets individual student performance levels. All students do their independent reading practice at their individual instructional reading level. This program provides ongoing assessment of student performance, which allows the classroom teacher to remediate or advance students as prescribed by the data collected on individual success. We have found the program is instrumental in providing for the needs of all students, not just those who are experiencing difficulty in their reading achievement.

For the past five years, we have tied a school-wide incentive program built around a specific theme for independent reading practice. Students gain recognition for their progress on their individual goals and work towards an end of the year field trip reward. The reading incentive program has proven extremely effective in helping students strengthen their reading skills.

## **3. Additional Curriculum Area:**

We believe that an integral component of a quality education for our 21st century students is in the area of technology. For the past several years we have utilized computer-based assessment and tutorial programs, which have helped us tailor instruction and skill practice to our students' instructional levels particularly in the areas of reading and math. The most effective programs we've used are Accelerated Reader and Accelerated Math. Both programs allow the classroom teacher to monitor student progress on a daily basis and to adjust levels for reading and assignments for math practice as warranted.

Staff members at Merryman Elementary have fine-tuned their own computer skills in order to provide opportunities for their students to experience the power of this tool in their lives. Every grade level has computer competencies that students must meet. Classroom teachers provide weekly lessons in our computer lab.

In addition, our district has recently made a huge investment in the area of technology education with the installation of Promethean Activeboards at each grade level. Teachers within the grade level collaborate so that all students have an opportunity to use these boards. We have specific programming delivered by one of our intermediate teachers for our 3rd and 4th grade students, which provides opportunities to develop competency in skills that go beyond the basics. Students have completed projects which demonstrate their technology competency. A few examples include such activities as Internet research to create power point presentations, electronic journaling, podcasting, classroom blogging, and electronic portfolios.

#### **4. Instructional Methods:**

Because students have different ability levels and learning styles that work best for them, the teaching staff at Merryman Elementary School utilizes a variety of instructional methods geared to meet the needs of each individual student. Those methods include, direct instruction, cooperative, flexible and small group instruction, hands on project-based learning and a focus on providing visual, auditory and kinesthetic based activities. The integration of technology in all the curricular areas has been an important component for the delivery of instruction. Most recently, we have been afforded the opportunity to enhance student engagement in the learning process with the incorporation of Promethean Activeboards at all grade levels. Research supports the benefit of this technology for increasing student engagement and suggests benefits for all learning styles and students' ability to understand complex concepts. We have found our students' critical thinking and problem solving skills to be greatly enhanced by the fact that they are much more engaged with the learning when presented through the technology component.

This year, staff is specifically focusing on implementing best practice strategies for reading instruction that have been researched and shared through our Wisconsin REACH grant initiative. We have done book reads and held in-service sessions on "The Daily 5: Strategies for literacy Independence" by Gail Boushey and Joan Moser and "Reading with Meaning: Teaching Comprehension in the Primary Grades" by Debbie Miller. Staff members have begun to incorporate strategies they've learned from these two sources into their daily reading program of instruction. We have also offered opportunities for all the teachers to visit their colleagues' classrooms to observe different approaches to implementing the strategies we've learned.

#### **5. Professional Development:**

Professional development for the staff of Merryman Elementary takes a three-pronged approach. The School District of Marinette has a formal structure which allows for two full days of staff development and six half days throughout the year. Four of the half day in-services are geared toward district initiatives with the remaining two set aside for building specific in-service opportunities. Our district in-service days generally target the particular curricular area that is scheduled for review and revision. This year's work has been in the area of language arts. A second component of the district level staff development entails twelve hours of self-directed professional growth which is teacher selected with administrative approval.

In addition to the district-wide scheduled in-service days, Merryman Elementary along with two other elementary schools and our middle school has been able to schedule monthly staff development opportunities through our Wisconsin REACH grant. Representatives from each grade level, special education, Title I, our parent group and the principal meet in half-day sessions. We've tied our work to the language arts work being done at the district level but have focused our effort specifically on reading. We have researched and gathered information on best practice strategies for reading instruction and shared what we've learned with the entire staff. The time at one of our sessions was used to plan for an after school in-service opportunity for all the staff. We are presently working on creating a binder that will be given to each staff member with a myriad of ideas targeting the five strands of reading. Our hope is that if a teacher has a student struggling with fluency, she/he will be able to consult the binder for additional strategies and resources that may be utilized to give the student effective support.

#### **6. School Leadership:**

Leadership at Merryman Elementary School is a collaborative effort. For the past several years our leadership structure has centered on a School Improvement Committee comprised of representatives from each grade level, special education, Title I, and the school administrator. We review test data to identify the areas we will focus upon for the coming school year. We revisit the previous year's SMART goals and establish the goals for the upcoming year.

Committees comprised of staff members are formed to target work in each of the areas identified in the SMART goals. We maintain standing committees throughout the year for math, reading, writing and school climate. One of the initiatives that grew out of this leadership team process is our school-wide incentives for reading and math practice which augment the adopted curriculums in those areas. The staff also participates in Tech Academy, Love and Logic, Wellness Committee, Student Assistance Team (SAT) and the Olweus Bullying program development.

Staff members utilize a common planning time provided each morning to collaborate and coordinate instruction. The time is also used for Student Assistant Team (SAT) meetings involving regular education staff, Title I teacher, school counselor, school psychologist, the learning disabilities teacher and school administrator. The goal of the SAT is to identify areas in which the student is struggling and discuss interventions attempted by the classroom teacher. Achievement data on the student is shared and discussed and the need for any additional data is identified at this time. We then brainstorm ways we can provide more support for the student and his/her parents that could positively impact learning. The interventions are implemented and monitored by the appropriate staff for evidence of impact on the level of achievement. This process is repeated as needed.

The school administrator takes an active role in all of the above mentioned ongoing activities. Additionally, the school administrator conducts weekly building staff meetings focused on instructional programming, and best practice strategies that will enhance student achievement. Most of the present school year meetings have specifically targeted reading intervention strategies. The building administrator has researched and provided information regarding the targeted strategies and has committed building budget dollars for staff development in those areas. The staff has also been given opportunities through release time to observe colleagues within the building and to travel to other districts to observe reading programs and strategies.

During the 2008-2009 school year, the school administrator has played an integral role in the implementation of the REACH initiative. She worked with the REACH mentor to coordinate the monthly meeting agendas, staffing, and materials. Although, the REACH mentor has conducted the meetings, the school administrator's participation in these meetings has been crucial in moving the initiative forward throughout the school. Again, any of the best practice strategies identified for implementation by the REACH committee have been supported by the building administrator through staff development opportunities and building budget funding.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WKCE

Edition/Publication Year: 2003-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	97	86		
% Advanced	38	65	44		
Number of students tested	50	31	36		
Percent of total students tested	98	100	97		
Number of students alternatively assessed	2		2		
Percent of students alternatively assessed	4		6		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	81	95	83		
% Advanced	25	58	39		
Number of students tested	16	19	18		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Racial Ethnic Group (Black)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Racial Ethnic Group (Hispanic)</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE scores are not available for third grade prior to the 2005-2006 school year. Third grade was added to the state WKCE testing program in 2005.

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 3 Test: WKCE  
Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	87	78		
% Advanced	44	58	54		
Number of students tested	50	31	37		
Percent of total students tested	98	100	100		
Number of students alternatively assessed	2		2		
Percent of students alternatively assessed	4		5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	69	84	67		
% Advanced	6	58	44		
Number of students tested	16	19	18		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Racial Ethnic Group ( Black)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Racial Ethnic Group (Hispanic)</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

WKCE scores are not available for third grade prior to the 2005-2006 school year. Third grade was added to the state WKCE testing program in 2005.

Subject: Mathematics  
Edition/Publication Year: 2003-2008

Grade: 4 Test: WKCE  
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	80	77	90	77
% Advanced	57	41	33	43	21
Number of students tested	28	41	39	40	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2		
Percent of students alternatively assessed			5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	85	72	79	82
% Advanced	52	35	28	29	9
Number of students tested	21	20	18	14	11
<b>2. Racial/Ethnic Group (specify subgroup): (American Indian)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Racial Ethnic Group (Black)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Racial Ethnic Group (Hispanic)</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 4 Test: WKCE  
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	88	85	95	85
% Advanced	32	44	51	55	47
Number of students tested	28	41	39	40	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2		
Percent of students alternatively assessed			5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	90	90	86	91
% Advanced	24	50	56	29	45
Number of students tested	21	20	18	14	11
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Racial Ethnic Group (Black)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Racial Ethnic Grup (Hispanic)</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: