

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. William Pokel

Official School Name: Wilson Elementary School

School Mailing Address:  
920 Higgins Avenue  
Neenah, WI 54956-3826

County: Winnebago    State School Code Number\*: 477

Telephone: (920) 751-6995    Fax: (920) 751-6984

Web site/URL: www.neenah.k12.wi.us    E-mail: bpokel@neenah.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Mary Pfeiffer

District Name: Neenah Joint School District    Tel: (920) 751-6800

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Thompson

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

8	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
	K-12 schools
<b>11</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 10826

**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. 5 Number of years the principal has been in her/his position 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	0	0		6	0	0	0
K	31	33	64		7	0	0	0
1	35	26	61		8	0	0	0
2	39	35	74		9	0	0	0
3	24	24	48		10	0	0	0
4	30	39	69		11	0	0	0
5	25	28	53		12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								369

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
6 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
84 % White  
0 % 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: 15 %

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.	27
(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)].	54
(4)	Total number of students in the school as of October 1.	361
(5)	Total transferred students in row (3) divided by total students in row (4).	0.150
(6)	Amount in row (5) multiplied by 100.	14.958

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

Total number limited English proficient 0

Number of languages represented: 3

Specify languages:

Hmong; Spanish, Korean

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 174

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: 49

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>24</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>11</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>2</u>
Special resource teachers/specialists	<u>5</u>	<u>10</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>25</u>	<u>17</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 23 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	96%	96%	96%
Daily teacher attendance	96%	98%	97%	98%	97%
Teacher turnover rate	3%	10%	8%	10%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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A classic neighborhood school, Wilson Elementary in Neenah, Wisconsin was built in 1949 in a quiet residential area. In the first fifty years there were only two principals, each serving until retirement. Building additions were made in 1953 and 1993, and by 2003, 245 students were enrolled. Wilson School had an excellent reputation for its committed, caring staff and for the wonderful way CD-S program students were integrated into school life.

The latest addition to Wilson came in 2004 and was significant in that it marked the consolidation of Wilson and Washington Schools' attendance areas. It also brought a new principal to Wilson for the second time in four years. Our school district faced growth in its outlying areas but a steady population decline in its central city. As a result, Washington School was repurposed as an Early Learning Center, and Wilson's boundaries gained a diverse mix of commercial and governmental facilities, sizable historic homes, and subsidized rental properties. Great care was taken to help these proud schools merge and become one community; thanks to the sensitivity of the staff and PTO, traditions were honored and blended to build a Wilson legacy of embracing diversity. Enrollment rose to 280 after consolidation, with a free/reduced lunch rate of 22%.

2004 also brought the first of many plant closings and layoffs in what had been the backbone of Neenah's economy: the paper-making industry. At the same time, homes in the Wilson neighborhood changed hands as World War II veterans moved out and young families moved in. Enrollment rose to its current level of 369 and Wilson's socioeconomic status changed dramatically from 22% to 47% low-income families. Despite these changes, two things remained constant: the unflagging care and commitment of the Wilson staff and the generous support of the Wilson PTO.

A mission statement developed in the 1990's reads as follows: "The Wilson School staff, in partnership with parents and the community, recognizes our responsibility to provide each child with opportunity for a well-rounded education, being cognizant of unique capabilities, needs and learning styles. We aim to prepare each child in a caring manner to appreciate lifelong learning and to strive for self-discipline and responsibility so that each reaches their maximum potential and becomes a positive, productive and active Community member." In early 2007 the staff used an inservice to examine our practices and reaffirm commitment to that mission, restating it thus: "All students: learning, growing, achieving, succeeding." A student success committee was established to develop our core expectations and ways to positively reinforce them; our Stellar Student program emerged the following fall. Students who show diligence, honesty, integrity, respect, and responsibility receive a laminated ticket (a "Stellar"). Stellers are cashed in at the Stellar Seller, a cart containing fun trinkets donated by the staff and community. Multiage groups ("Constellations") meet to reinforce what each expectation means and students who consistently meet or go beyond expectations are honored at assemblies each semester.

2007 also brought Neenah's first district data retreat. Our team (principal, reading specialist, EBD teacher, second grade teacher and fifth grade teacher) worked with a facilitator from our local Cooperative Education Service Agency to analyze our data. We set targets in reading and math to help achieve the goals of No Child Left Behind and as a way to focus our efforts. We developed three steering committees: Student Success, Mathematics Improvement, and Reading Improvement. Staff members joined one or more of these to address our new goals, and committee chairs formed our School Improvement team, meeting monthly with the principal to share results and help set the agenda for our revamped staff meetings. Housekeeping items were limited, with a focus on committee reports to the whole staff and collaboration/sharing sessions that focused on our goals.

During the 2007-2008 school year, all Neenah elementary schools applied for REACH (Responsive Education for All Children) grants. REACH is a statewide school improvement initiative funded through a U.S. IDEA

grant. Wilson was one of two Neenah schools to receive the grant, based in part on these excellent preliminary collaborative steps. REACH helped us further refine our goals and to develop universal grade level tests on probability and text analysis. Though relatively late to the process, Wilson School has truly embraced this data-driven improvement model, and the results have been very encouraging.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The standardized test used to compare and evaluate the achievement of all elementary schools in Wisconsin is the Wisconsin Knowledge and Concepts Examination (WKCE) administered in grades 3, 4, and 5. Students in grade 3 and 5 are assessed in reading and mathematics, while students in grade 4 are assessed in reading, language arts, math, science, and social studies. Students with Proficient or Advanced score are considered as meeting the academic standards. More information on the Wisconsin Student Assessment System may be found at <http://www.dpi.state.wi.us>. Listed below are the performance levels:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.

Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

Wilson Elementary School students have historically performed well on the WKCE, a testament to early intervention, a curriculum aligned to state standards, and teachers committed to student success. Students in grades 3 and 5 initially took the WKCE in math and reading in the fall of 2005, therefore, we have four years of test data on these children. Students in grade 4 have been assessed on the WKCE since the fall of 2003. We have 5 years of test data on these students.

Taken longitudinally, an analysis of Wilson Elementary's WKCE results shows steady growth across all levels and a similar trend in our low income students. In reading, last year's fifth graders went from 90.48% in 2006-07 to 95.56% in 2007-08 to 97.62% in 2008-09. Low income fifth graders went from 85.71% in 2006-07 to 100% in 2007-08 and maintained 100% in 2008-09. One of our goals coming out of the first data retreat was to inservice the staff on helping their children be uniformly prepared for state wide testing, including "how to" strategies and addressing test anxiety. "Watch lists" were developed for students in need of strategic intervention, and staff meetings were used to collaboratively share comprehension strategies. In subsequent years, our item analysis led to the development of our own instrument to universally assess our students' achievement of text analysis skills.

In mathematics similar long term growth was noted. Last year's fifth graders went from 90.48% in 2006-07 to 84.44% in 2007-08 to 95.24% in 2008-09. A similar pattern was seen in our low income students as they went from 92.86% in 2006-07 to 82.35% in 2007-08 to 100% in 2008-09. A new mathematics constructionist test was adopted in 2007. Students in the upper grades needed to make a change in vocabulary and did not have the previous three years in similar constructionist instruction upon which to build. Our data retreat goals for math led us to create a "math rich" environment. Age appropriate problem solving posters were placed in the halls. Weekly math problems were shared on our Monday announcements. "Math Matters" became a weekly component of our school newsletter, featuring math vocabulary and recommended web sites for reinforcing skills at home. Item analysis showed deficits in estimation and measurement, so teachers showed ideas to build these areas at staff meetings and developed Estimation Stations in our cafeteria and a whole school Math Olympics that translated powder puff shot put into measuring and fun. In subsequent years item analysis at our data retreat led to developing and assessment of skills in probability and a focus on this area on the aforementioned posters and announcements. March Mathness was an all-school event that used our multiaged groups, each matched to a Sweet 16 Team to use the NCAA basketball tournament as a source for excitement and content to examine probability.

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

Our data drives our instructional practice at every level. Data are collected and analyzed at every level from individual student assessments in our classrooms to our statewide Wisconsin Knowledge and Concepts Exam (WKCE). The following highlights our use of data at Wilson Elementary.

Wilson School's principal and four teachers meet as a team each summer to analyze the data from the WKCE, district-wide assessments, and school-wide assessments. The data are broken down to search for achievement gaps when students are compared by gender, race, socio-economic status, or disability.

These data are also analyzed for indications of success or failure of school programming, initiatives, and specific areas of school-wide focus. Additionally, we analyze district and school-wide assessments to monitor student achievement as indicators of instructional efficacy. The school improvement team then writes goals and annual school improvement plans (SIP) to specifically and deliberately improve student learning and success. Every teacher in our school signs up for one of three committees charged with monitoring and carrying out the SIP. Two teachers chair each committee (reading, math, and student success), and work collaboratively with every teacher in our building to ensure all students are learning, growing, achieving, and succeeding.

Data are also collected in every classroom and analyzed by the classroom teacher, at grade level, and in committee to determine efficacy of instructional strategies and areas of focus. We continue to collect, organize, and analyze data from all school-wide, district-wide, and statewide assessments throughout the school year to target areas where additional professional development or teacher collaboration may be constructive. Teachers use assessment data in their classrooms to monitor individual student progress, to inform instruction, and to design differentiated lessons to challenge all students at their individual performance and ability levels.

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

Wilson Elementary is one of ten elementary schools, two middle schools, and one high school comprising the Neenah Joint School District. Student performance on standardized tests is reported to the school district community in the School Performance Report. This report is sent via US mail to every household in the district and can be accessed through the district website using the link District Publications. Test results in the report are broken down nationally, statewide, and locally for grades 3-8 and 10. It also includes statistics on Advanced Placement testing, graduation requirements and rates, truancy, suspensions, and retentions.

Individual student assessment results are communicated to parents by means of parent-teacher conferences held two times a year. Standardized test results are mailed to parents in the spring and are often a discussion point during spring parent-teacher conferences. Our school principal uses the Parent-Teacher Organization (PTO) meeting as a forum to share results and help parents understand how the data is used in our school community.

Other school based assessment results are communicated to parents and students on a quarterly basis through grade reports. Parents of students in grades 4-12 also have access to daily information regarding academic progress through a district web-based system called Parent Portal. Teacher-student conferences, held during the school day, also keep students informed of their progress. Finally, a weekly school newsletter is sent to every Wilson family communicating important happenings in our school community and information pertaining to student achievement on a school-wide basis. Our Open House in the Fall is also very well attended and provides another forum for sharing school-wide goals.

#### 4. **Sharing Success:**

Each one of us at Wilson School is proud of our successes and we take pride in sharing our accomplishments with other schools within our district. We continually strive to build upon our achievements and are motivated to always provide our students with the best learning atmosphere possible. With a solid learning environment, we are better able to offer the best research-based educational programs for our students.

Wilson has always had a reputation of having a unified, open-minded staff. We work together and communicate regularly with each other which has helped us to build an optimal atmosphere for learning. Our Student Success Program was developed from our staff's desire to create a positive reinforcement system for students who are following the expectations of our school. This program has been shared with other schools in our district through district inservices.

This positive learning environment has also allowed us to offer our students outstanding opportunities for learning especially in the areas of reading and math. Several members of our staff created a Math Olympics Day which was shared with other schools in our district and has become a tradition for Wilson School as well as other schools in Neenah. Presentations have also been made at the Wisconsin Council of Mathematics Teachers convention in Green Lake. Members of our staff have also created similar literacy programs, specifically our first grade team, who are using The Daily 5, a research-based program that enhances our Balanced Literacy reading program. These teachers have shared their success by meeting with teachers in the district and sharing their knowledge of how this program can enrich their reading programs as well.

News of our successes reach the community and our parents through our weekly newsletter as well as through prepared press releases to our local paper, the "News Record." We are also diligent about submitting news of exciting activities happening at our school with the use of the district's "Connections" - a forum shared each Friday through our district's website.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Wilson Elementary is a K-5 school, and classrooms are generally self-contained. Every teacher at Wilson is performance evaluated, in part, on how he/she teaches the requisite curriculum. Every subject has clearly defined curricular objectives; each is published and made available to anyone who might like to review them.

The curricular objectives serve as a benchmark framework for all instruction at Wilson. Various resources, programs, instructional methods, and professional development are employed to strengthen our ability to meet our objectives. In this way, we offer a curricular guarantee to our students. Classroom materials, methods, and resources may be different from teacher to teacher, but every student is guaranteed to have been taught the same curriculum.

Additionally, we have worked to align our curriculum vertically, as well as across grade level, so that we are better able to maximize the potency of our instruction over the six years our students spend at Wilson. We have a curriculum that is designed to flow from one year to the next, minimizing needless redundancy and maximizing our students' learning/achievement.

We have also developed and defined frameworks and pedagogical methods that optimize our instructional practice. We have worked to identify highly effective methods of student centered instruction and best-practices. Every educator at Wilson teaches, for example, reading and writing from a balanced literacy model. Every student reads, writes, and works with words every day. All are taught to use a cross-checking system for reading unknown words that includes awareness of phonemes and morphemes, context, and syntactics. They are shown how to engage in literacy related skills and strategies, are expected to practice those skills under teacher guidance and supervision, and then are expected to utilize them independently. Teachers measure student growth and achievement to better design challenging learning opportunities for each student at his/her individual level. All teachers differentiate their instruction in this way, collaborating to support one another as they do.

Mathematics instruction focuses on math fundamentals, but also goes beyond to move students meta-cognitively. Wilson teachers make sure our students know both the "how" and "why" in performing mathematical operations. Students receive the guaranteed curriculum, and are also exposed to instructional methods that force them to think about and understand mathematics more holistically and comprehensively.

Our social studies and science curricula also have well defined skill sets and objectives, taught through common instructional formats. Each is inter-disciplinary, practical, and experience based. Students reenact historical events, write and send letters to community members, create maps and documents, and develop social awareness as their teachers meet each curricular objective in social studies. Students are taught to wonder, question, hypothesize, experiment, and analyze as each of their science objectives are met.

Our students also expand their learning with a clearly defined curriculum for our media center and computer lab. They learn to catalogue books, use keywords to search for materials, use a diverse variety of materials, and learn cross-referencing skills while in the media center for 75 minutes or more every week. We also have clearly defined curricula in health, physical education, art, music, and guidance. In addition, we've developed multiage groupings to develop a character education curriculum. We also offer instrumental music and foreign language education within the fixed school day and beyond.

Our students are expected to perform at levels that realize their fullest potential. The school-wide focus is for all students to be continually challenged: learning, growing, achieving, and succeeding. Our students are not

only taught what to know, but how to learn. They are taught to process information, consider it critically, articulate their understanding through written and oral language, and to work collaboratively with others. Our curricular objectives serve as the core of our instruction, in every lesson, every day, as we continually shape our educational practice in ways that maximize our students' learning.

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

(This question is for elementary schools only)

Wilson school is committed to promoting reading in all curricular areas. Using a Balanced Literacy Approach, students are able to enjoy reading at a level that is comfortable for them. Each child is treated as an individual reader with individual needs and interests. Teachers work incredibly hard to keep students engaged in books that interest them and enhance their enjoyment of reading.

To make all of this possible, teachers have leveled libraries available for students to select books. Students are able to pick out a book at their independent reading level easily and discretely. Teachers are able to assess student growth using benchmark assessments on a regular basis. This also determines how teachers group for guided reading instruction. Many teachers both at the primary and intermediate level incorporate a literature circle type book club allowing students to become more actively involved in different thinking skills while at the same time developing as cooperative learners.

Wilson has recently purchased primary and intermediate kits that include mentor texts and lessons to teach comprehension strategies. This promotes continuation and reinforcement of specific strategies children can use and develop as they move into more difficult texts. Our school uses Developmental Reading Assessment (DRA), Fountas and Pinnell Assessment kit, teacher observations and running records to continually assess students reading levels and gain insight into specific skills that need remediation or practice.

There are 1.5 supportive teachers who provide small group direct instruction to struggling readers. Our reading specialists' goal is to use intense small group instruction to address individual needs of struggling readers until they are ready to be exited from the program and able to be successful readers in the classroom.

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

Wilson School fully integrates character education with its core classroom curriculum. Our mission statement addresses this clearly: "The Wilson School Staff, in partnership with parents, and the community, recognize our responsibility to provide each child with the opportunity for a well-rounded education, begin cognizant of unique capabilities, needs and learning styles. We aim to prepare each child in a caring manner to appreciate lifelong learning and to strive for self-discipline and responsibility so that each child reaches their maximum potential and becomes a positive, productive, and active member of the community." Our action statement is "All students: learning, growing, achieving, succeeding." These words guide our staff as we endeavor to meet these expectations.

Wilson School's Student Success Committee collaborates with the entire staff to plan, execute, and assess lessons that integrate character education throughout the school day. The activities organized by this committee serve to enhance, enrich, and extend our mission statement goals. The committee promotes students' awareness of diligence, honesty, integrity, respect, and responsibility. Wilson's positive expectations ensure that each child reaches their maximum potential and becomes a positive productive member of the community.

We weave Wilson's positive expectations into core subjects in various ways. Our students participate in multiage group activities focusing upon a variety of topics from lunchroom expectations to school rules and an assortment of playground games. Wilson's positive expectations are read and reviewed on the daily announcements. Teachers use this vocabulary on a regular basis with their students. Support staff, including

lunchroom and recess duty supervisors, are trained in understanding Wilson's positive expectations.

Students with exemplary behavior receive awards each semester, and are recognized as those who've gone out of their way to make a difference. They serve as positive role models and leaders in our school community.

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

Student learning and achievement at Wilson Elementary is positively impacted by our instructional methods. We strive to meet the learning needs of our diverse population by differentiating instruction based on readiness and interest across the curriculum.

Our Balanced Literacy program lends itself to meeting individual learning needs in the classroom. Each student progresses through instructional reading levels at their own pace. Teachers use student conferences to assess skills and plan for continuous improvement throughout the year. Flexible, guided reading groups are used to teach specific reading strategies; they provide motivation for learning when students are grouped according to interest and reading level. Teachers model the craft of writing and gradually release responsibility to students. Our Writer's Workshop format encourages students to choose topics of interest as they practice applying new skills. Writing across the curriculum is expected.

In math, students solve problems in a variety of ways. Activities are designed to engage students in communicating methods to their peers. Our school uses a program nicknamed "Rocket Math" (Mastering Math Facts, by Donald B. Crawford, PhD.) to build computation fluency. The program is structured to allow students to progress through a leveled set of the basic facts at their own pace. Teachers also use a universal screener to individualize the curriculum.

Wilson Elementary has an instructional support system that is utilized when students are identified as needing small group specialized instruction. Reading and math specialists provide content support to teachers and direct supplemental instruction to struggling students. The gifted and talented program teacher also supplements instruction, providing support for high ability students. If identified through Access testing, English Language Learners (ELL) receive one on one support in the classroom. Finally, Individual Education Plans (IEP's) are designed for student subgroups identified with special learning needs. Instruction is modified to match learning style preferences for students with Specific Learning Disabilities (SLD), Emotional/Behavioral Disorders, and speech/language delays.

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

The Wilson staff has worked diligently over the years to establish specific goals and objectives to advance teacher development. By expanding our own skills and knowledge base, we are better able to help students achieve their maximum potential. Our entire staff was fully trained in the Balanced Literacy program, starting in 2002. From there we developed a reading committee within our building that continues to structure school-wide activities that increase literacy in all grade levels.

A team of Wilson teachers is also involved in the district's summer data retreat. Our school's test scores are analyzed and we then create committees to address the more significant needs of the students. Another professional committee was formed to target improvements in math competencies. This team meets on a biweekly basis to determine building goals; these are presented at our monthly staff meetings.

Another significant need identified at Wilson is the issue of student behaviors. A team of teachers received training in behavioral management techniques, and became proficient in using a computer program that tracks student behaviors. This gave us new skill in identifying and evaluating situations that result in increased behavioral problems in our student population. The team then created a school-wide program based on five

key concepts. This program yielded significant improvement with behavioral concerns. Every member of our staff, including parent lunchroom and playground supervisors, have been trained to use this program effectively and consistently.

In addition to the professional development within our building, our staff continues to seek personal and professional growth opportunities beyond the walls of our school. As part of our REACH grant, teams of teachers have been able to participate in workshops on the framework of REACH, Progress Monitoring, Family Involvement and Resource Mapping. We attend professional conferences, train other staff members during districtwide inservice, and teach staff to use technology more effectively within their classrooms. The diverse interests and strengths among our staff help to ensure that innovative and effective teaching methods are being used on a regular basis.

## **6. School Leadership:**

A strong leader recognizes the strengths of his staff and works to utilize its members to their fullest potential. Our current principal sees his staff as a team comprised of varied strengths, interests, talents, and abilities. He provides growth opportunities for all staff members by creating committees that work to represent and strengthen the whole school; each staff member is encouraged to get involved in an area that incorporates his or her passion. He oversees all of the work being done on each committee and helps to implement the programs that are developed. This type of team approach has increased staff communication and effectiveness in all areas.

Our principal also has a leadership style that cultivates staff innovation and energy in developing new programs. We share in the work of guiding students to become successful individuals.

One example of a small team effort that led to a large, far-reaching outcome is our Coats for Kids Campaign. One teacher started with an idea to collect winter coats for students whose families may not have the financial resources to purchase them. With our principal's support and involvement, the teacher began to make connections and partnerships with businesses throughout the community and was even able to get local news coverage. When other schools and districts heard about her campaign, they wanted to be involved as well. Today our entire district is involved in the annual campaign, and many area businesses assist with the collection of coats. Local drycleaners participate by cleaning the coats before they are donated. Over 750 coats were brought in this year to help those in need. A particularly inspiring part of this outreach is the involvement of special education students. Their class "sponsors" the campaign each year, and their gains in confidence and sense of accomplishment are significant.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WKCE

Edition/Publication Year: 2009

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	83	90	58	
% Advanced	48	20	45	9	
Number of students tested	52	40	42	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	5	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	77	77	93	60	
% Advanced	45	8	29	10	
Number of students tested	22	13	14	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	4	2	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Test not administered in 2004-2005.

Subject: Reading  
Edition/Publication Year: 2009

Grade: 3 Test: WKCE  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	90	90	75	
% Advanced	50	50	50	29	
Number of students tested	52	40	42	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	5	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86	92	86	80	
% Advanced	55	38	28	20	
Number of students tested	22	13	14	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	4	2	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:  
Test not administered in 2004-2005.

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 4 Test: WKCE  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	84	69	66	68
% Advanced	36	42	17	27	26
Number of students tested	42	45	52	41	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	2	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83	82	80	46	
% Advanced	25	29	13	8	
Number of students tested	12	17	15	13	6
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	3	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	5	2	1	1
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 4 Test: WKCE  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	96	73	78	89
% Advanced	45	51	31	34	53
Number of students tested	42	45	52	41	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	2	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	92	100	73	54	
% Advanced	33	41	27	15	
Number of students tested	12	17	15	13	6
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	3	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	5	2	1	1
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 5 Test: WKCE  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	90	90	75	
% Advanced	50	50	50	29	
Number of students tested	52	40	42	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	5	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86	92	86	80	
% Advanced	55	38	28	20	
Number of students tested	22	13	14	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	4	2	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:  
Test not administered in 2004-2005.

Subject: Reading  
Edition/Publication Year: 2009

Grade: 5 Test: WKCE  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	90	91	94	
% Advanced	62	37	47	46	
Number of students tested	42	51	43	35	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	1	1	0	
Percent of students alternatively assessed	0	2	2	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	88	64	100	
% Advanced	64	19	21	90	
Number of students tested	14	16	14	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	3	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2	1	1	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:  
Test not administered in 2004-2005.