

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

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

Name of Principal: Mrs. Tina Johnson

Official School Name: Walnut Elementary

School Mailing Address:

1115 Walnut Street

PO Box 1089

Rock Springs, WY 82902-1089

County: Sweetwater State School Code Number*: 1901010

Telephone: (307) 352-3225 Fax: (307) 352-3224

Web site/URL: www.sweetwater1.org/wes/ E-mail: johnsonti@sw1.k12.wy.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*: Mr. Paul Grube

District Name: Sweetwater County School District #1 Tel: (307) 352-3400

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: Dr. Michael Sutphin

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

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 2003.
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)

10	Elementary schools (includes K-8)
3	Middle/Junior high schools
3	High schools
0	K-12 schools
16	TOTAL

2. District Per Pupil Expenditure: 12644

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. 7 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	6			0
K	28	37	65	7			0
1	40	29	69	8			0
2	27	30	57	9			0
3	32	35	67	10			0
4	26	42	68	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							326

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
5 % 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	348
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.874

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: 36 %

Total number students who qualify: 117

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: 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>10</u>
Paraprofessionals	<u>0</u>	<u>13</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>24</u>	<u>26</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 22 :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	95%	99%	98%	97%	99%
Daily teacher attendance	93%	92%	88%	92%	89%
Teacher turnover rate	0%	0%	3%	0%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Sweetwater School District Number One has an excellent professional development program. 13 days per year and 600,00.00 dollars per year are dedicated to professional development. On average 176 teacher absences each year were due to professional development. As our assessment data demonstrates well trained teachers are able to provide the highest quality education for the students they serve.

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	%
Total	0	%

PART III - SUMMARY

Walnut Elementary School is located in Rock Springs, Wyoming. Rock Springs is a community founded in natural resources including oil, gas, coal, and trona. It is situated in the southwest corner of Wyoming on the Interstate 80 corridor. Walnut Elementary is one of ten elementary schools within Sweetwater School District Number One. The school was dedicated in 1975 and at that time opened its doors to approximately 346 kindergarten through sixth grade students. In 2003, Sweetwater School District Number One underwent a massive restructuring and, as a result, Walnut Elementary became a kindergarten through fourth grade school with essentially a brand new staff. At present, we educate 322 highly diverse young students in a safe and supportive environment.

Walnut maintains a vibrant and nurturing environment with staff and parents working collaboratively to ensure the academic, social, emotional, and creative needs of students are met. Our students are challenged and enriched with developmentally appropriate curriculum. Instruction is guided by assessment and supported through targeted interventions and enrichments. Our mission is to produce lifelong learners. We set high expectations for the entire learning community including proficient academic achievement as well as responsible, respectful, and safe behavior.

A keystone of the success at Walnut Elementary is the dedication of the staff. Our staff systematically engages in collaborative professional learning communities as well as professional development to ensure that we are adequately prepared to meet the needs of students. Driven by student assessment data, our current professional development focus is writing instruction. In addition to writing instruction, we have committed numerous hours before, during, and after school to strengthen our professional learning communities. Our goals are to increase the ability of our collaborative groups to utilize student assessment data to guide instruction.

Parents are a vital component of the Walnut community. We have an active Parent Teacher Organization that dedicates time and resources to guarantee that the students of Walnut Elementary have abundant educational advantages. They facilitate the incorporation of fine and performing arts through activities such as our Front Hall Gallery, which showcases student artwork and Missoula Children's Theatre, a theatrical student performance held annually. In addition, our PTO focuses on building community relations through parent led activities. These have included, but are not limited to, Bingo for Books nights, Jingle Bell Shop, and an annual Spring Fling. Parents also provide countless hours to support our school as volunteers throughout the building. This assistance with individual students and/or small groups in areas of reading, math, and spelling is extremely beneficial.

As a team, the stakeholders of Walnut Elementary endeavor to cultivate a dynamic educational community for our students. We are proud of our school and the students we teach. We recognize that these children have enormous potential and take seriously the challenge to develop that potential and start them on their individual paths to success. The focus is our students' needs academically, emotionally, and physically. We want Walnut Elementary to be the place that gives our students the very best possible beginning to their education, the key to their future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The data submitted within this application embodies five years of assessment information from 2005-2009. In 2005, Wyoming administered the Wyoming Comprehensive Assessment System (WyCAS). During the WyCAS administration period, the State of Wyoming measured reading, writing, and math, but only at the fourth grade level. Since the inception of the Proficiency Assessment for Wyoming students (PAWS) in 2006, the State of Wyoming has assessed students in grades three through eight and grade eleven. The state assessment continues to measure reading, writing, and math. It has added science in grades four, eight, and eleven. At the elementary level, students are required to complete multiple assessment components, both on-line and in a paper/pencil format. Reading, math, and science are addressed through on-line multiple-choice and short written response items. Writing is assessed through two prompts addressing expository and expressive writing. In 2010, on-line multiple-choice items testing language usage will be added to the writing assessment.

Walnut Elementary is a kindergarten through fourth grade elementary school, therefore students in third and fourth grades are assessed utilizing the Wyoming State assessment PAWS. Data trends over the last five years demonstrate a noteworthy upward slope in reading, writing, math, and science. In 2004-2005, Walnut Elementary demonstrated assessment results comparable to district and state results. 42 percent of Walnut fourth grade students were proficient and/or advanced in reading in comparison to 41 percent at the district level and 48 percent at the state level. In math, 41 percent of Walnut fourth grade students were proficient and/or advanced compared to 41 percent at the district level and 39 percent at the state level. However, in 2008-2009, 88 percent of Walnut students were proficient and/or advanced in reading, while the district had 57 percent and the state had 63 percent. In math, 97 percent were proficient and/or advanced at the building level while 68 percent were at the district level and 78 percent were at the state level. This slope is emulated in the low socio-economic, students on individual education plans, and Hispanic sub-groups.

In reading, students have progressed from 44 percent proficient and/or advanced in 2004 – 2005 to 88 percent proficient and advanced in 2008 – 2009. This is a demonstrated gain of 44 percent over a five-year period. While we consider these results significant, the most dramatic results come from our identified subgroups: Student, receiving meal benefits, Special Education students, and Hispanic students.

- Students receiving meal benefits: 26 percent of students receiving meal benefits were proficient and/or advanced in 2004 – 2005. 84 percent were proficient and/or advanced in 2008 – 2009, a significant increase of 58 percent.
- Special Education students: Special Education students yield the most impressive gains. Closing the achievement gap between Special Education and regular education students is a primary focus of the Walnut School staff. The use of data driven instruction, early intervention, and collaboration/co-teaching have generated dramatic results. In 2004 – 2005, Walnut Elementary did not have a Special Education student score proficient and/or advanced on the state reading assessment. In 2008 – 2009, 68 percent of students on Individual Education Plans scored proficient on the state reading test.
- Hispanic students: 44 percent of Hispanic students were proficient and/or advanced in 2004 – 2005, while in 2008 – 2009, 100 percent of students were proficient or advanced.

The steady and significant gains in reading can be attributed to implementation of a research-based core curriculum, as well as early reading intervention based upon a data driven systematic approach.

The powerful achievement gains observed in reading are mirrored in math. Student math achievement has grown from 41 percent proficient and/or advanced in 2004 – 2005 to 96 percent proficient and/or advanced in 2008 – 2009. Identified subgroups duplicate a similar growth pattern.

- Students receiving meal benefits: 26 percent of students receiving meal benefits were proficient and/or advanced in 2004 – 2005. 98 percent were proficient and/or advanced in 2008 – 2009, a substantial increase of 72 percent.
- Special Education students: Special Education students once again yielded the most dramatic gains. The use of data driven instruction, a flooded instructional approach, collaboration, and Math Recovery strategies have generated dramatic results. In 2004 – 2005, Walnut Elementary did not have a Special Education student score proficient and/or advanced on the state math assessment. In 2008 – 2009, 87 percent of students on Individual Education Plans scored proficient on the state math test.
- Hispanic Students: 43 percent of Hispanic students were proficient and/or advanced in 2004 – 2005, while in 2008 – 2009, 93 percent of students were proficient or advanced.

Assessment results at Walnut Elementary display a very high rate of achievement for all students. This significant growth in student achievement is a testament to the drive and dedication of the Walnut School staff as well as the high level of support from stakeholders.

* Information pertaining to the Wyoming state assessment system:
<http://www.k12.wy.us/SAA/Paws/index.asp>

2. **Using Assessment Results:**

Walnut Elementary uses assessment data to guide instruction, curriculum, professional development, interventions, and enrichments. State and district level assessments including Proficiency Assessment for Wyoming Students (PAWS) and the Northwest Evaluation Association Measure of Academic Progress (MAP) are utilized to focus school improvement efforts. Past and current data have demonstrated a universal need for improved writing instruction. This information led to the establishment of the current school improvement goal:

70% of students in Walnut Elementary will be proficient in writing by the end of the 2009-2010 school year.

To meet this goal, the staff of Walnut Elementary wrote a comprehensive professional development plan addressing individual responsibilities for attainment. This plan includes:

- Dedicating seven professional development days to writing instruction.
- Increasing writing instruction to forty-five minutes per day per classroom.
- Providing a paraprofessional to assist with daily writing instruction in all kindergarten classrooms.
- Developing, administering, and analyzing quarterly common grade level writing assessments.
- Implementation of the Write Source writing curriculum.
- Implementation of cross grade level writing buddies.

District, building, and grade level assessments are employed to guide student intervention and/or enrichment needs. Walnut Elementary administers a universal screening to all students three times per year in September, January, and May. Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and AIMS Web assessments are the foundation of this screening. Classroom teachers administer informal reading inventories monthly and common assessments as scheduled. Grade level collaborative teams review assessment data and determine students at-risk based upon established decision rules. These students are referred to the Achievement Monitoring Process Team. This interdisciplinary team meets on a weekly basis to monitor, adjust, and place students in writing, reading, math, and behavioral interventions and/or enrichments. Progress of students receiving interventions or enrichments is monitored on a bi-weekly basis. Adjustments to interventions/enrichments are made based upon progress of individual students.

3. **Communicating Assessment Results:**

For the last five years, Walnut Elementary has focused on “Assessment For Learning”. This student-based assessment philosophy promotes the student as a primary user of assessment information. Our goal is to assess accurately and then communicate assessment results to students in a timely manner, thereby allowing them to maximize their learning potential. This is accomplished through common grade level assessments, progress monitoring, small group instruction, and frequent teacher/student conferencing.

Parents may access individual student assessment results/progress through PowerTeacher, a web-based system. This system enables parents to monitor assessments and/or individual assignments as frequently as desired. In addition to PowerTeacher, parents also attend parent/teacher conferences, IEP meetings, and building Achievement Monitoring Process (AMP) meetings. AMP meetings are scheduled weekly for the purpose of monitoring, adjusting, and placing students into interventions and/or enrichments. The AMP team is comprised of parents of the referred student, two classroom teachers, two interventions teachers, one special education teacher, one case manager, one counselor, and the building principal.

To ensure that stakeholders are adequately informed of assessment results, they are distributed in multiple formats. District and school level results are published via the local newspaper, parent newsletters, the school web page, and informational meetings. Informational meetings share subject, grade level, and school data as well as school improvement efforts. District data in relation to school data is also provided.

Walnut Elementary School has an active Parent Teacher Organization (PTO), an effective volunteer base, and a comprehensive communication network. Stakeholder participation and building endeavors ensure a high level of communication in regards to assessment data and school improvement efforts.

4. **Sharing Success:**

Walnut Elementary is a school that prides itself in sharing successes, struggles, and techniques with other schools and districts. Within our district, assistance has been provided to other schools through guided observations, staff collaboration, and PowerPoint presentations. Topics of collaboration have included but are not limited to:

- Scheduling interventions: Walnut Elementary utilizes a master schedule that ensures that students receiving interventions do not miss core classroom instruction.
- Managing computerized interventions: Computer based interventions are used to ensure student literacy success. Interventions are well monitored and supported by paraprofessionals.
- Flooded instruction: The staff of Walnut Elementary firmly believes that students who are struggling need small group or individual instruction. Math and writing interventions are often provided in a classroom

format where multiple adults are involved in the instructional process. The success of this system is frequently shared with other schools.

In addition, Walnut Elementary is the home of two lab classrooms facilitated by Walnut teachers, one centered on reading thinking strategies and the other based upon high quality writing instruction. Teachers throughout the district are routinely scheduled to observe lessons taught within these classrooms and reflect as a group on the instructional practices presented.

The consistent gains in student achievement demonstrated by Walnut Elementary have facilitated increased requests for assistance from other schools. Our staff maintains an open door policy and steadfast belief that all students deserve a high quality education.

Walnut Elementary became a Response to Intervention (RTI) pilot school in 2007-2008. This has provided the opportunity to share results and intervention strategies throughout Wyoming. Walnut staff participated in a statewide data summit sharing core curriculum, building driven Pyramid of Interventions, intervention decision rules, and assessment results. The format of the summit was conducive to questioning, discussions, and sharing of artifacts.

As a Blue Ribbon School, Walnut Elementary will continue to share the comprehensive intervention strategies that we have in place for at-risk learners. We will continue to build upon the RTI structures while modeling an early intervention philosophy.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Walnut Elementary utilizes a selected core curriculum based upon district curriculum maps and state standards. The goal of our curriculum is to ensure the foundation of educational needs is met for all students.

The primary Language Arts curriculum is Harcourt Trophies. This program is research-based and contains reading, spelling, and language curriculum materials. In addition to this reading program, all students participate in guided reading groups via trade books. Reading instruction is based upon the belief that a student must read, at a minimum, ninety minutes daily to improve their reading ability one grade level. Emphasis is placed on students reading in small groups in an instructionally appropriate text. At-risk students receive core reading instruction, guided reading instruction, and interventions as deemed necessary. Interventions may include Earobics, Headsprout, Read Well, as well as intensive small group or individual instruction with a trained reading specialist.

The Write Source writing curriculum directs our writing instruction and is supplemented with Write Tools Improving Literacy Instruction by Alice Greiner as well as Units of Study for Primary Writing and Teaching Writing Grades 3-5 both by Lucy Calkins. Writing is taught for forty-five minutes daily with supplementary personnel being provided to assist with instruction in kindergarten, third, and fourth grade.

Everyday Mathematics is the research-based core curriculum for math instruction. This program provides a school-wide scope and sequence emphasizing the primary standards: Number and Numeration, Operations and Computation, Data and Probability, Measurement, Geometry, Patterns, Functions, and Algebra. This core program is enhanced through Add+Vantage and Count Me in Too instructional frameworks. Interventions are provided by means of Math Recovery and a flooded instructional approach. The flooded approach is based upon:

- Identifying students in need through common assessments.
- “Sharing” of students by teachers to ensure student instructional needs are met.
- Utilizing multiple certified and non-certified personnel to lower student/teacher ratio.
- Monitoring and adjusting instruction based upon frequent student assessments.

FOSS Science is taught in kindergarten through fourth grade. FOSS is an active hands-on approach that encourages students to actively construct ideas through inquiries, investigations, and analyses. The program has a strong literary foundation and lends itself well to cross-curricular activities. Students have access to supplemental science reading materials through our library.

Social studies is taught using Nystrom, Exploring Where and Why. This program is a hands-on program with activity-based lessons that reinforce reading, writing, and oral language development as well as math skills. In addition to the Nystrom curriculum, local and state history are taught at the third and fourth grade levels while community awareness is taught in kindergarten, first, and second grades.

Physical Education and Health are both taught three days per every six days for a total of seventy-five minutes each. The curriculums utilized are based upon the physical education and health curriculum standards established in the Wyoming State Standards. The health standards are met using the MacMillan/McGraw Hill

Health curriculum. The physical education curriculum has been developed using an age appropriate scope and sequence. Both curriculums are enhanced through having the equipment, supplies, and technology necessary to implement a quality program.

Art and music instruction is provided to students in first through fourth grades. Students receive art instruction one day per every six days for fifty minutes and music instruction two days per every six days for a total of one hundred minutes. Instruction is based upon the Wyoming Fine and Performing Art Standards. Music instruction is supplemented through a before-school guitar program and various community presentations.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The program selected by Sweetwater School District Number One to provide a research-based core reading curriculum is Harcourt Trophies. This program was selected based upon the alignment with the Wyoming State Language Arts Standards and the district curriculum maps. Walnut Elementary uses this program to provide a foundation of literacy instruction in kindergarten through fourth grades. Instruction is provided in reading, language, and spelling.

In addition to the core reading program, all students are placed in guided reading groups. Students are assessed on a regular bases utilizing the Fountas & Pinnell Benchmark Assessment system. Reading levels are determined and students are provided guided reading instruction according to their instructional reading level.

Students who are identified for Tier 2 (some need) or Tier 3 (severe need) intervention services continue to participate in the core reading program and a daily guided reading group. In addition, they are provided a Tier 2 intervention, most often computer-based, i.e. Headsprout, Read Naturally, or Earobics. If deemed necessary through assessment and/or lack of progress, students will receive an additional Tier 3 intervention. Highly trained certified personnel provide Tier 3 interventions. They include Read 180, Wilson Reading and Read Well. Students on Individual Education Plans are treated as Tier 3 students. They receive the core reading program, a guided reading group, a Tier 2 computerized intervention, and a Tier 3 intensive intervention.

All reading instruction is guided by student assessment, fueled by high quality literature, and supported by targeted interventions. The staff of Walnut Elementary is highly committed to providing a solid literacy foundation. Consistently high performance data at the state, district, and building level serve to confirm the success of our multi-tiered assessment-based approach.

3. Additional Curriculum Area:

Everyday Mathematics has provided a well-balanced and rigorous foundation for mathematical instruction since its adoption by Sweetwater County School District Number One. Developed by the University of Chicago School of Mathematics Project and approved by the National Council of Teachers of Mathematics (NCTM), this program presents and develops concepts and skills using a continuing spiral. The curriculum places primary emphasis on mathematical thinking and reasoning, as well as the communication skills necessary to utilize the skills being acquired. It is a program that supports achievement for all students.

Classroom instruction within Everyday Mathematics is diverse and includes direct instruction, classroom discussion, exploration activities, and math games. The program is highly manipulative driven. The use of manipulatives within various math strands ensures deeper understanding of vital math concepts.

Standing by our philosophy that assessment guides quality instruction, students are assessed on math concepts through program assessments, Math Recovery based assessments, Add+Vantage Math assessments, and teacher built common math assessments. Students deemed to be at-risk or needing reinforcement of an isolated skill are referred to a flooded math group. Within our flooded math groups, assessment is used to

target individual student need. Instruction is then provided by highly trained staff in a small group and/or individual setting. Math Recovery, Add+Vantage Math, and Count Me in Too strategies are used to accelerate student learning with an emphasis being placed upon mental math strategies. Flooded math groups are highly flexible with students moving in and out as deemed necessary.

With Everyday Mathematics as our core curriculum, a highly developed flooded intervention program, and the extensive professional knowledge held by our staff, we consistently prepare each student with the skills and knowledge necessary for success in mathematics.

4. Instructional Methods:

Instructional methods at Walnut Elementary are built upon a foundation of core curriculum, assessment data, and target driven interventions. Core curriculum is in place in all subject areas.

In the area of reading, students are universally screened in September, January, and May. This screening employs the DIBELS (Dynamic Indicator of Basic Early Literacy Skills) to determine if students are benchmark, strategic, or intensive. Students in the benchmark range receive the core curriculum, Harcourt Reading, as well as a guided reading group within the regular classroom setting. Students who are strategic and/or intensive are referred to the building Achievement Monitoring Process Team (AMP). This team analyzes Universal Screening scores, classroom based assessments, and progress monitoring data to determine if the student requires interventions. Students who are identified for Tier 2 (some need) or Tier 3 (severe need) intervention services continue to participate in the core reading program and a guided reading group. In addition they are provided a Tier 2 intervention, most often computer-based i.e. Headsprout, Read Naturally, or Earobics. If deemed necessary through assessment and/or lack of progress, students will receive an additional Tier 3 intervention. Highly trained certified personnel provide Tier 3 interventions. These include Read 180, Wilson Reading and Read Well. Students on Individual Education Plans are treated as Tier 3 students. They receive the core reading program, a guided reading group, a Tier 2 computerized intervention, and a Tier 3 intensive intervention. Students receiving reading interventions are progress monitored on a bi-weekly basis and referred to the AMP Team as progress warrants.

Writing is taught daily at all grade levels for forty-five minutes. Supplementary personnel are provided to assist with instruction in kindergarten, third, and fourth grade. The foundation of writing instruction comes from The Write Source writing curriculum. This curriculum is supplemented with Write Tools Improving Literacy Instruction by Alice Greiner as well as Units of Study for Primary Writing and Units of Study for Teaching Writing Grades 3-5 both by Lucy Calkins.

Everyday Mathematics is the research-based core curriculum for math instruction. This core program is enhanced through Add+Vantage and Count Me in Too instructional frameworks. Students are assessed through common math assessments as well as AIMS Web prompt on a regular basis. Students determined to be at-risk are placed in Flooded Math, a Tier 2 intervention or Math Recovery, a Tier 3 intervention. Our flood approach is based upon:

- Identifying students in need through common assessments.
- “Sharing” of students by teachers to ensure student instructional needs are met.
- Utilizing multiple certified and non-certified personnel to lower student/teacher ratio.
- Monitoring and adjusting instruction based upon frequent student assessments.

Walnut Elementary is a data driven school that focuses upon best practice as well as multi-tiered intervention process. Students are assessed frequently and instruction is adjusted accordingly. Students receive need-based goal-driven instruction within a whole group, small group, and/or individual setting.

5. Professional Development:

Professional development is an integral part of Sweetwater County School District Number One and Walnut Elementary. Fourteen calendar days were dedicated to professional development during the 2009 – 2010 school year. Classroom and building assessment data is utilized to determine areas of school improvement and a staff development plan is generated to meet those needs. Staff development includes both certified and classified personnel.

Currently, Walnut Elementary is focusing on improvement in two areas. First and foremost, as identified by our school improvement goal, we are striving to improve student writing through improved instruction. To meet this goal, the staff of Walnut Elementary wrote a comprehensive professional development plan addressing individual responsibilities for attainment. This plan included dedicating seven professional development days to writing instruction.

The seven professional development days included but were not limited to training with The Write Tools group in the areas of:

- Primary & Level 1 Writers
- Multi-paragraph Writing & Writing to a Prompt
- Personal Narrative Writing
- Compare & Contrast Writing

In addition, staff participated in two days of classroom coaching/modeling conducted by Write Tool trainers. Writing instruction is further addressed through weekly collaboration sessions between third and fourth grade teachers. These sessions are used to plan and evaluate lessons as well as generate common assessments.

The second focus of professional development for Walnut Elementary has been to improve the effectiveness of our Professional Learning Communities. Effective PLC groups are vital to classroom instruction and the multi-tiered intervention system in place at Walnut Elementary. PLC groups meet every six days by grade level and every week by flooded math group, flooded writing group, or cross grade level writing group. PLC groups include classroom teachers, interventionists, and specialists. During the 2009-2010 school year, nine staff members have participated in the Professional Learning Community institutes offered by The Solution Tree. Knowledge gained through the institutes has been shared on a regular basis with the entire staff.

6. School Leadership:

The leadership role at Walnut Elementary is truly the responsibility of all staff members. The explicit training and strengths of each staff member, both certified and classified, are utilized to facilitate the best possible decisions for our students and school as a whole.

The building Achievement Monitoring Process Team carries the leadership responsibility of analyzing student assessment data and determining the need for student interventions and/or enrichments. This team is

comprised of the student's parents, grade level teachers, the school counselor, interventionists, and the building principal. The team meets weekly and/or as requested by classroom teachers.

The building's North Central Association Team (NCA) takes the responsibility of guiding school improvement efforts. They assist the school staff to establish school improvement goals through the careful examination and critical look at building achievement data. They host accreditation visits as established by the Wyoming Department of Education.

Walnut Elementary has been a Response to Intervention pilot school for the last two years. RTI protocols, the Pyramid(s) of Intervention, both academic and behavioral, as well as staff training on RTI processes are guided by the building RTI Team. This team is responsible for attending district, state, and national level trainings and then disseminating the information gained to the building as a whole.

Parents are considered to be an integral component of the leadership at Walnut Elementary. Parents serve active roles on the building PTO as well as the NCA and Achievement Monitoring Process Team (AMP). The school employs an open door policy and actively encourages parents to participate in the education of all students.

The staff of Walnut Elementary function as a team, never in isolation, to ensure the success of all students whose lives they touch. Decisions are data driven and student based. Evaluation of instructional, intervention, and system effectiveness is continual with adjustments being made on a regular basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year: 2005-2008 Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	97	97	96	82	
% Advanced	48	28	56	18	
Number of students tested	69	69	70	67	
Percent of total students tested	100	99	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	95	75	
% Advanced	40	24	33	13	
Number of students tested	10	17	21	24	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	93	94	93	64	
% Advanced	43	12	33	18	
Number of students tested	14	17	15	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Wyoming state assessment did not test third grade students prior to the 2005-2006 school year.

Subject: Reading

Grade: 3 Test: PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year: 2005-2008 Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	83	77	91	72	
% Advanced	4	7	33	13	
Number of students tested	69	69	70	67	
Percent of total students tested	100	99	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	65	86	58	
% Advanced	4	6	29	0	
Number of students tested	25	17	21	24	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	50	41	87	55	
% Advanced	7	0	13	9	
Number of students tested	14	17	15	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Wyoming state assessment did not test third grade students prior to the 2005-2006 school year.

Subject: Mathematics

Grade: Test: WyCAS 2004-2005 PAWS (Proficiency
4 Assessment for Wyoming Students)

Edition/Publication Year: WyCAS 2004
PAWS 2005-2008

Publisher: Measured Progress and Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	92	99	80	41
% Advanced	35	37	49	13	4
Number of students tested	71	75	73	61	71
Percent of total students tested	99	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	76	100	80	27
% Advanced	21	28	38	10	5
Number of students tested	19	21	21	20	15
2. African American Students					
% Proficient plus % Advanced		90			
% Advanced		30			
Number of students tested		10			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	82	50	100	50	
% Advanced	18	10	20	0	
Number of students tested	17	10	10	10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: 2004-2005 WyCAS 2005-2009 PAWS (Proficiency
4 Assessment for Wyoming Students)

Edition/Publication Year:
2005-2008

Publisher: Measured Progress and Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	93	91	95	77	44
% Advanced	32	35	41	28	7
Number of students tested	71	75	73	61	71
Percent of total students tested	99	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	86	95	70	27
% Advanced	32	29	43	25	0
Number of students tested	19	21	21	20	15
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced		100			
% Advanced		20			
Number of students tested		10			
4. Special Education Students					
% Proficient plus % Advanced	82	70	90	50	
% Advanced	6	30	30	10	
Number of students tested	17	10	10	10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: