

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 10902

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	28	22	50		6	0	0	0
K	10	6	16		7	0	0	0
1	10	7	17		8	0	0	0
2	13	4	17		9	0	0	0
3	10	4	14		10	0	0	0
4	10	9	19		11	0	0	0
5	5	7	12		12	0	0	0
Total in Applying School:								145

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
98 % 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 2009-2010 school year: 9%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	160
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 28%
 Total number of students who qualify: 41

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 16

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</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>9</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>0</u>	<u>1</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>12</u>	<u>12</u>

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

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	92%	97%	96%	96%	96%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	0%	13%	13%	13%	13%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rates of 12.5 % in the 2008-2009, 2007-2008, 2006-2007 and 2005-2006 school years represent the retirement of 1 of our 8 full time classroom teachers each school year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Fremont Elementary School is located in Fremont, Wisconsin, in a rural setting along the recreational treasure known as the Wolf River. Our school, like its constituency, blends hard-working, conservative, blue collar values with the new ideas and ways of doing things that are associated with our community's recreation and tourism facet. Fremont Elementary School serves about 160 students in grades PreK through 5.

Both Fremont Elementary School and the School District of Weyauwega-Fremont work daily to hold true to their vision and mission in educating our children. Our vision is "Creating wisdom through pride, passion and honor" and our mission is "Creating a foundation of excellence for success in tomorrow's world." We strive to uphold and engrain these ideals into our students, families and community each and every day!

The result of combining this mission and vision with our community's mix of conservative and progressive values is a model educational system that embraces the ideals of "family." Specifically, this combination provides the foundational grounding, support and closeness that being a family means with the open-mindedness that leads to the implementation of new ideas and programs to take our students to higher educational levels.

Our district's elementary school strengths are a result of the people who walk through our doors on a daily basis and the programs we implement to make our students stronger academically, emotionally and physically. All of these people are the root of our strength as an institution.

Our staff has established a strong tradition of being a cohesive, collegial family that shares with and learns from each other. Our school is fortunate to have had three Senator Herb Kohl Fellowship Award Winners and one Wisconsin State Teacher of the Year in the recent past and we continue to aspire to these great standards of excellence to this day. Our staff also draws upon the superb knowledge of our current teachers, many of whom hold masters level degrees or multiple degrees. This sharing of information and technique is vitally important to our success as an institution by bringing new and fresh ideas into our doors that help us change and grow with the times and our students.

In addition to our staff, Fremont Elementary School is also strengthened by the contributions of its students, parents and other community members. Our school has outstanding students that come to us each day eager to learn, and who are sent out by parents who value education, take pride in the education their youngsters are receiving and are regular contributors to our school in the form of commitment of time and resources. These parents join with our teachers to form a strong Parent/Teacher Organization (PTO), which adds its support of our school in the form of coordinating and subsidizing activities for our students designed to show them they are valued and respected. Another contributor to the success our elementary students' experience is the volunteerism of district seniors via our Senior Tax Exchange Program (STEP). Through our STEP program, seniors volunteer their time in Fremont Elementary School to help our students and in return receive a property tax deduction. This district program is a huge success in both the number of seniors participating and the wealth of knowledge, excitement and help they bring to our students. The bottom line is that we have great people all around working with our students to help them be successful.

Our staff too takes great pride in helping our students succeed by putting them first in everything we do. First and foremost, our staff puts forth a great deal of time and effort to know our students. They are the experts on each of our students. This knowledge manifests itself in building "just right" teaching for each student. Our teachers also work diligently to analyze student data to inform decision making in everything from day to day teaching to long-range curriculum management. Our staff also deeply cares

about our students and that care is felt by our students and their families. We all know and trust in each other to care for our most precious resource, our kids.

Our school is worthy of the Blue Ribbon status as a result of community support and the strength of our people. It takes all of us pulling in the same direction to guide our students toward academic success as well as success in their lives beyond our school. Our students' achievement is the pride of our community.

1. Assessment Results:

The School District of Weyauwega-Fremont, like all districts in the state of Wisconsin, must give students in grades 3-8 and 10 the Wisconsin Knowledge and Concepts Examination (WKCE). Students in grades 3, 5, 6 and 7 take tests in Reading and Math, while students in grades 4, 8 and 10 take these tests as well as tests in Language Arts, Science, Social Studies and Writing. The WKCE is taken in late fall each school year and is our state's assessment tool used to determine compliance with No Child Left Behind and its Adequate Yearly Progress (AYP) requirement. Test results are first reported to districts and are made public thereafter. Results are disaggregated into subgroup scores by special education, poverty, gender, race, English proficiency and migrant status.

The WKCE has four ranges of performance. Students who attain an **Advanced** performance level show in-depth understanding of academic knowledge and skills for that grade level. Those performing at the **Proficient** level demonstrate competency in the academic knowledge and skills for that grade level. These top two levels of functioning determine AYP by grade and subject. **Basic** performance demonstrates academic knowledge and skills for that grade level, while **Minimal** status indicates very limited academic knowledge and skills for that grade level. Wisconsin's WKCE assessment data can be viewed at <http://data.dpi.state.wi.us/data/SelSchool.aspx>.

Any one year's test data is just a "snapshot," or a picture at one point in time, of student performance and mastery of grade level material. A stronger indicator of performance is a trend over multiple years. The trend at Fremont Elementary School in WKCE results shows consistently high performance over the last five years. Over the last five testing cycles, November 2005 through November 2009, Fremont Elementary School has tested between 44 and 49 students in grades 3-5, an average of 15-16 students per grade. During that time, students scored between 95.6% and 100% proficient or advanced in Reading, and between 91.8 % and 100% (100% three successive years) proficient or advanced in Mathematics. Consistent high performance indicates a highly refined system of instruction. Our system of instruction in the School District of Weyauwega-Fremont and Fremont Elementary School specifically demonstrates a high level of proficiency in educating our students as signified by consistently high scores on our WKCE assessments across all subjects. Our high performance is built on efficient and effective instruction by teachers who work tirelessly to make sure they've done everything necessary to set the table for student learning based on continuous study of data to best get that job done.

Setting the table for instruction requires utilizing a curriculum based soundly on state (and now national) standards defined clearly by grade level, and yet informed by functioning on diagnostics and state testing. It also requires a research-based procedure and technique for instructional delivery.

With regard to curriculum, our staff took the Wisconsin Model Academic Standards, which were divided into content to be mastered by grades 4, 8 and 12, and further divided that content into specific grade-level benchmarks related to each standard for grades Pre-K through 12. For the past ten years, we've worked to review and revise those grade-level benchmarks as necessary to meet the needs of our students as evidenced by their functioning on the WKCE as well as on other assessment such as Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and classroom assessments. Through this yearly process, our focus has been to create sets of grade level expectations that are rigorous as well as relevant to the learner to ensure optimal opportunity for them to learn.

We've also focused extensively on how we deliver instruction to students. We've worked diligently as a staff to read and implement the nine research-based instructional strategies as noted by Robert Marzano and his colleagues in Classroom Instruction that Works. Also, Jane E. Pollock's Improving Student Learning One Teacher at a Time has been a key in our lesson planning and delivery through the use of the GANAG lesson format (Goal of instruction, Activate prior knowledge, teach New knowledge, Apply new

knowledge, **Generalize learning**). We've also implemented great programs into our teaching such as 6 + 1 Traits Writing, Reader's Workshop, Writer's Workshop, The International Center for Leadership in Education's Rigor, Relevance and Relationships framework, etc. These comprehensive efforts have created a learning process that puts our learners first.

In conclusion, the continuous efforts of staff noted above have directly and positively impacted the performance of our students throughout the years not only on the WKCE, but in their academic careers and beyond. These efforts have also helped our staff understand and perfect the use of data to inform decision-making at the classroom, school and district levels.

2. Using Assessment Results:

Assessment data informs our decision making with regard to instruction at three different levels. The first and most significant level is based on analysis of the results from our state assessment, the Wisconsin Knowledge and Concepts Examination (WKCE). This test is given in November with results reported to our district in April or May. Once we receive the results, we dig into the test data through item analysis as a whole staff project. We look at student responses to each test question to determine which questions resulted in many incorrect answers. We then draw conclusions as to how we can better address these errors through instruction or changes in curriculum.

The second level of instructional decision-making is based on analysis of the results from DIBELS testing (grades K-1) and MAP testing (grades 2-5). Our students are tested three times per school year; Fall, Winter and Spring. Through these assessment results, we are able to track student progress during the school year. Tracking progress allows us to make adjustments to student learning on an individual level to manage learning deficits as they appear. Also, using September MAP results, we can identify skill deficits for individual students that require remediation prior to WKCE testing in November. This remediation helps to ensure success for our students on the WKCE.

The final level of assessment analysis is based on student functioning on classroom benchmark assessments. Using this information, we can identify specific benchmarks that cause our students difficulty and problem-solve as a staff on how to better deliver that instruction so that our students can be successful.

All three levels of analysis are tied to remedial efforts for students on an individual level through our summer school program. Students who participate in summer school usually are successful in meeting grade-level proficiency because of smaller class sizes and more intensive efforts on behalf of staff. They also are less likely to experience summer regression of skills associated with students who do not attend summer school, making for a more successful school year to follow. Giving our students additional opportunities to be successful is important to us. Our assessment analysis helps us be successful in this area.

3. Communicating Assessment Results:

Communicating with our stakeholders about test results is a high priority for Fremont Elementary School. We want to keep our community informed about our achievement each year to show that our students are achieving at the high level they demand.

Every school year we emphasize to our parents, community and school board that all of our actions ultimately have an effect on how our students perform on the WKCE. We stress to our parents via weekly newsletters and face to face communication the importance of our students being physically and emotionally ready each day to do their best, whether for testing or daily activities. To our community and school board, we communicate the preparatory work that goes into being successful on our state testing. We explain school activities and terms like "item analysis," "curriculum," "grade-level benchmarks," and "incentives" via face to face communication, reports and news articles. We

continually emphasize to stakeholders that we have high expectations for our students' performance on the WKCE and in school.

Once results are made public, our performance is reported to our stakeholders. Parents receive individualized reports on their child's performance noting proficiency levels in each subject as well as the skills that make up that subject. Our school board learns about district achievement on the WKCE through an in-depth presentation given by our administration at a public school board meeting. We make the public aware of the performance of our students through grade-level comparisons with other area districts via articles in our local newspapers. The Wisconsin Department of Public Instruction publicly provides the grade level results of all districts in the state through its Wisconsin Information Network for Successful Schools (WINSS) website. We encourage all district stakeholders to access this site and review our results and compare them to the results of other districts. Finally, we celebrate our success on the WKCE at the end of the school year during our school's End of Year Recognition Program where the student body, parents and community are invited to share in our success.

4. Sharing Lessons Learned:

Fremont Elementary School's success is the result of teamwork. We work hard to support and learn from our colleagues within the school and our peers at our district's other elementary, Weyauwega Elementary School. We feel it's important to draw upon our collective knowledge base to improve our overall instruction.

Working as teams, we analyze WKCE, MAP, DIBELS and grade level benchmark testing. From this, we determine areas of strength and weakness. We celebrate areas of success and discuss areas of weakness so that we can create plans for addressing deficiencies. Often, these plans include adjusting and refining our curricular benchmarks to better meet the needs of our students, our biggest priority. Our method of collective problem-solving and sharing solutions is a significant contributor to Fremont Elementary School's high achievement.

Additionally, our faculty meetings are devoted to book studies and cooperative work on best practices where we review results and discuss how we could better our instructional delivery as well as curriculum. For instance, we've worked together to read, understand and implement the nine highly effective, researched-based instructional practices from Robert Marzano's Classroom Instruction that Works.

Another important sharing tool is our district's mentor program whereby our district's new teachers (those in their first three years) are paired with a certified mentor from the district. Each mentor works with one new teacher to initially help them "learn the ropes" and then later understand our instructional process, our culture of making our students our number one priority and our emphasis on continued improvement based on understanding our data.

Teachers in our district are also encouraged to take classes or attend workshops to first improve their instruction and then to share this knowledge with others. Many teachers have recently taken classes on Reader's Workshop, The Daily 5 and CAFE, which they in turn discuss with their colleagues at school increasing their interest in taking the classes and implementing the program. This type of sharing and encouragement is vital to our teachers' professional development in that it expands their knowledge base and increases their enthusiasm about using the information and techniques they've learned to help our students succeed at higher levels.

1. Curriculum:

The curriculum at Fremont Elementary School, like all schools in the State of Wisconsin, is based on the Wisconsin Model Academic Standards. Ten years ago, our district, undertook the task of unpacking the grade four, eight and twelve standards with the idea of creating grade level benchmarks. These grade level benchmarks were sequenced appropriately to allow our students success in meeting the standards by the time they reached grades four, eight and twelve. We are currently in the process of transitioning from our current grade level benchmarks to the use of the Common Core State Standards for English/Language Arts and Math, and eventually Science and Social Studies when they become available.

Over the years, we've utilized an annual process of reviewing and revising our grade level benchmarks based on student performance from testing and classroom assessments. We've also been busy making our grade level benchmarks more rigorous and relevant, subsequently supporting that work by implementing real world applications within our instruction to help students become more engaged in the instruction and thereby learn more. Doing this curriculum revision has fine-tuned our grade level benchmarks into a well-sequenced, grade by grade progression of instruction that keeps our students reaching for higher levels of learning.

These grade level benchmarks also serve as an assessment to determine whether our students are making appropriate minimum instructional progress in each grade. Those students who experience difficulty in meeting grade level benchmarks during the school year are afforded a second opportunity to find success through our Summer School program. This has proved invaluable in helping our students become proficient on state testing.

The instruction used to help students meet our grade level benchmarks is heavily facilitated by the use of technology. Our district has placed a high priority on providing our staff and students with a robust technology infrastructure that supports the use of cutting edge hardware such as interactive whiteboards, document cameras and notebook computers as well as up-to-date software including the latest Microsoft Office, Skyward, and MAP assessments to name a few. The use of these technology pieces offers our students and teachers the widest array of information at their fingertips. It also serves as a great engagement tool for our instructors knowing that high student engagement creates high levels of learning.

To further engage our students in the instruction taking place in each classroom, our teachers supplement our curriculum with a variety of student-centered and hands-on activities. Our elementary staff believes in offering opportunities to learn visual, auditory, and kinesthetic methods because our students benefit most from using various modes of learning.

With respect to the arts, students at Fremont Elementary participate in music class one hour per week and in art class 45 minutes per week. Our music curriculum for grades K-5 includes great emphasis on music theory culminating in our fifth graders performing with recorders in their final semester of elementary school. Additionally, all elementary students perform vocally twice a year for family and community with each grade performing incrementally more challenging pieces. Our art curriculum is based on the Elements and Principles of Design. The curriculum builds on skills from previous years. Lessons feature art exemplars such as Monet and Van Gogh, and provide historical and social connections that emphasize the importance of art to our culture. The curriculum provides understanding of the world around us and promotes a life-long appreciation for art of varying styles. Art is shared with our community through the annual All School Art Show every spring. A professional artist judges the artwork and prizes are awarded for exceptional quality and talent.

Additionally, students in grades 3-5 can participate in the Fremont Elementary Drama Program, which has been active for over 20 years. The after-school program promotes theatrical performance in acting,

dancing and singing. Musicals are performed twice a year, winter and spring, with casts of about 25 students for each play. Afternoon and evening performances are open to the community and are well-attended by our students' families, former students and community members. The program has grown in size and reputation. It provides an opportunity for those not in the program to see a live performance, and builds confidence and self-esteem for the performers. Many students develop an enthusiasm for performance and continue acting in middle school, high school and beyond.

Our physical education curriculum for elementary students focuses on developing healthy lifestyles, physical skills, fitness and positive behaviors. Students receive 90 minutes of physical education per week. These skills are linked to real-world experiences through special activities in and outside of physical education class such as our Mileage Club where students earn recognition and prizes for walking at recesses. We also have our Fremont Bike Ride for fourth and fifth graders where bike safety is emphasized.

2. Reading/English:

At Fremont Elementary, the teachers support a Balanced Literacy approach to reading instruction. In 2010 the teachers worked along with administration to find English/Language Arts instructional materials that would best meet the needs of our student population. After spending a great deal of time researching, analyzing, and discussing our different options, we chose to adopt the 2011 edition of the Houghton Mifflin Harcourt *Journeys* series. We appreciated how it could be easily integrated into other curriculum areas and that it included leveled readers and activities to meet all students' developmental levels. Most teachers at Fremont Elementary have also started using the Daily 5 and CAFE methods of reading instruction in conjunction with the Houghton Mifflin Harcourt *Journeys* series. This new series is ideal for teachers that use Daily 5 because it provides lessons on reading comprehension, accuracy, fluency and vocabulary. While students at each grade level are provided with whole-group, small-group and independent time to practice the Daily 5 skills, teachers are given the opportunity to differentiate their reading instruction so that all students are being both challenged and supported.

In order to identify students needing additional reading support, teachers rely on their own observations as well as formal assessments. The DIBELS reading assessment is given to kindergarten and first-grade students at the beginning, middle, and end of the year. Students in the upper grades take the MAP assessment which provides teachers with an approximate reading level as well as levels of functioning in various reading skills for each individual.

When we find that a child is performing below grade level, teachers work together to create personalized goals and interventions through the Response to Intervention (RtI) process. Students are given more small group and individualized instruction in the classroom. Senior Tax Exchange Program (STEP) volunteers, aides, parents and student helpers also work one-on-one with students needing additional support.

We know that one of the most crucial components in improving student learning is giving students time to practice their reading skills. At Fremont Elementary we provide our students with a large variety of programs to promote reading practice. The Book Buddies program pairs a primary student with an intermediate level student to provide our younger students with reading role models. Literature Circles, a program that emphasizes comprehension practices while reading, is used as a tool to support differentiation and provide students with the opportunity to choose their own reading material at the fourth and fifth grade levels. Reading incentives such as Book It, Six Flags Reading incentive program (Our students receive a complimentary ticket to the theme park for meeting reading goals.), and Fang's Reading Program (The Wisconsin Timber Rattlers, an area Single A Minor League affiliate of the Milwaukee Brewers, provide a complimentary game ticket via their mascot, Fang, to students meeting their reading goals.) are also used to promote reading for enjoyment at home.

3. Mathematics:

To select a math series, teachers and administration devoted many hours to comparing and contrasting other publishers, looking at research, and aligning our current standards and benchmarks to make sure we chose one that best fit our students' needs. Our district's current math series, *Harcourt Math*, was chosen for the hands-on learning activities, the real world applications, and the large group, small group, and individual activities included, which aid in promoting differentiated learning. Not only does our text book series facilitate our instruction, but we use a variety of resources to enhance the instruction while also being able to challenge those students who are excelling.

Technology is a big part of Fremont Elementary School's curriculum. We use interactive whiteboards and document cameras to present information or to aid in the delivery of activities to enhance our math curriculum. We make good use of our computer lab, where students are able to access the Harcourt website, other math related websites or use software that reinforces math concepts.

Our students are assessed in a variety of ways including observation, classroom assignments and tests, our district's current standards and benchmarks, and MAP test results. Using this information allows us to meet the needs of all of our students. Many actions are taken to support a student's learning if they are performing below grade level in our school. STEP volunteers, aides, parents or student helpers are utilized to work one-on-one with students on specific skills. Our district's RTI plan also helps struggling students as staff members come together to brainstorm strategies and modifications for that student with an eye on greater success for those students.

With the combination of a carefully selected math series, integration of technology, and on-going assessment, our school's mathematics curriculum is centered on our students' needs. In addition, we will continue to look at new and innovative mathematics programs to help them succeed in the future.

4. Additional Curriculum Area:

Our science program uses a hands-on approach. Students are taught the scientific method of inquiry starting in kindergarten. Teachers took a great deal of time aligning our benchmarks with the state standards and will continue to work toward alignment with the newer national standards. Teachers chose the textbook series, *Science- A Closer Look* by Macmillan/McGraw-Hill, which is based on the same hands-on inquiry philosophy. Each grade level builds on information presented in earlier classes, giving students a stronger and sustained knowledge base. Grades 3 through 5 participate in multi-age topic-based science classes on six week rotations. Students in kindergarten through grade 2 are challenged with enrichment activities. Those that demonstrate superior knowledge and skills are encouraged to join in more advanced study with the older multi-age groups.

Students are encouraged to investigate outside the classroom. Investigations using the internet provide more in-depth information for projects and reports. A district-wide science fair allows students to share their investigations with other students and the community. Field trips to places such as the Central Wisconsin Environmental Center, the University of Wisconsin-Fox Valley Planetarium, Bay Beach Wildlife Sanctuary and even our community nature trail complement our curriculum and promote a life-long interest in the world around us.

Social Studies instruction at Fremont Elementary School is based on the Houghton-Mifflin *Social Studies* series. The series is divided into themes by grade level focusing on social and geographical aspects of the United States and the world in the primary grades. In the intermediate grades, instruction is geared toward the understanding of Wisconsin and United States history. Again, as with all of our curricular areas, instruction is supplemented through the use of interactive, hands-on modes of instructional delivery ranging from role-playing to projects and presentations.

Technology, such as the interactive whiteboards, document cameras and the computer lab are integral to teacher presentations and demonstrations. The interactive whiteboards are installed in classrooms for grades 1 through 5, with plans to expand to all classrooms in the building next year.

The Arts are integrated into the core curriculum. Art projects and songs help students retain knowledge and skills. Hands-on projects, such as making musical instruments to better understand sound or creating habitat dioramas to study animals in their environment, help all students better understand the concepts. Reading and language arts areas, such as understanding vocabulary and content-area reading and writing skills, are also emphasized.

5. Instructional Methods:

Our curriculum for all the subject areas is based on a spiral approach where all the skills and knowledge of one grade creates the foundation for the next grade. We accomplish this by creating benchmarks for each subject area and content area for grades Pre K through 5 based on what is taught in the other grades. Looking at these benchmark assessments, we can see which students need extra support in a particular content area or topic. Students' needs are met using a variety of assessments and teaching strategies along with varied delivery models. The models used in our school to supplement our language arts curriculum, are The Daily Five and CAFE, developed by Gail Boushey and Joan Moser, "The Sisters". These models allow opportunities to work with small groups or with individual students while the majority of students are engaged in independent reading and writing activities.

When working with small groups, we create homogenous and heterogeneous groups to work on specific strategies or concepts that need to be taught or reviewed with that particular group of students. These specific groups are created by interpreting results from classroom assessments, MAP, WKCE, DIBELS or any other data that we used to determine where each child is functioning in a particular skill. If a student's needs cannot be met by the classroom strategies, Tier I strategies, then we continue the RtI process using Tier II strategies. In this process, educational professionals from the school team together (RtI Team) to suggest modifications to the curriculum or its delivery to aid the classroom teacher in creating success for the students at their particular level. For students requiring more intensive intervention, the RtI team plans for more focused and directed Tier III interventions and strategies that may involve the classroom teacher, classroom aides, STEP volunteers, or other school personnel to work more intensely with those students on areas that need additional support.

6. Professional Development:

Professional development is an integral part of our success. When teachers are first hired to our district they are partnered with a teacher mentor, who guides them through their first-year with resources and support. They also have monthly meetings where all the first year teachers are oriented in our district's philosophy and policies for best practice in instruction as well as offering opportunities to discuss all those first year questions. All teachers' instruction is observed by the principal on a regular basis through formal and informal means. Overall evaluations of teachers' instruction are based on the work of Charlotte Danielson and are tied to the Wisconsin State Teacher Standards. Feedback is given to the teachers with an emphasis on continual professional improvement of their teaching methods and/or delivery. Teachers also set professional and personal goals to improve student achievement. These goals are monitored and evaluated by the principal as well.

Another method of professional development used in our elementary schools is having book studies as part of our monthly staff meetings. We have studied authors such as Leonard Sax, M.D., Ph.D., Betty K. Garner, and Robert Marzano. Teaching resources or training opportunities through our Cooperative Education Services Association (CESA) 6 media center are also provided to expand our knowledge base in best practices and the most current research in instruction. Our school district has provided training in using interactive whiteboards, wikis and web page design in instruction. Teachers are encouraged through partial tuition reimbursement to further their education through workshops, conferences or college

courses to strengthen their instruction. A master's degree is encouraged by our administration and is supported by advancement in the pay scale.

7. School Leadership:

Distinctive school leadership is a component that makes Fremont Elementary a unique place to grow and learn. If the philosophy of leadership could be described in two words, those words would be shared autonomy. Fremont Elementary School shares a principal with the district's other elementary school; therefore teachers have administrative support when needed and also are able to manage certain situations by and among themselves to enable appropriate outcomes.

In addition to administrative support, teachers are afforded the autonomy to try new ideas and ways of teaching in an effort to create the best possible learning environment. A shining example of this is the use of multi-age groupings for science instruction, a current best practice, but a novel idea when it was implemented 15 years ago at Fremont Elementary School. Another example is the teacher led implementation of programs such as Reader's Workshop, The Daily 5 and CAFE for reading instruction. These ideas and programs have all been successful at Fremont Elementary due to the autonomy teachers are afforded to try new ideas and practices.

Unlike larger schools, Fremont Elementary School has only one teacher per grade; there are no lead teachers. Fremont Elementary School embraces a cooperative spirit between the grade levels. The continuity between our grades and the flow of communication dissolves anxiety and student transition issues from one grade level to the next. Each teacher also demonstrates leadership through ownership of student success.

The school principal promotes leadership by being approachable and visible at school and community events. He is willing to help staff, students and families in finding solutions to their problems. He trusts his staff to make decisions in the best interest of the students. He promotes academic excellence and attendance with recognition programs. During monthly Together Everyone Achieves More (TEAM) meetings, the teachers collaborate on RtI development, benchmarks and assessments with their building principal. The principal facilitates book studies to synergize staff and to challenge their belief systems and ideals in order to promote greater student success. Shared autonomy promotes decisions that create success for students at Fremont Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	94	100	100	100	81
Advanced	44	46	71	60	38
Number of students tested	16	13	17	15	16
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	3	2
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					
Advanced					
Number of students tested	1	1			
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	94	92	100	100	100
Advanced	56	54	71	60	56
Number of students tested	16	13	17	15	16
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	3	2
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					
Advanced					
Number of students tested	1	1			
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	85	100	100	100	93
Advanced	62	65	43	81	57
Number of students tested	13	17	14	16	14
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1	3	4	4
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1				1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	94	86
Advanced	54	71	64	56	57
Number of students tested	13	17	14	16	14
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1	3	4	4
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1				1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11W11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	100	100
Advanced	56	50	67	79	74
Number of students tested	18	14	15	14	19
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	4	3
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	100	100
Advanced	67	36	53	71	84
Number of students tested	18	14	15	14	19
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	4	3
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	94	100	100	100	92
Advanced	53	55	61	73	57
Number of students tested	47	44	46	45	49
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced				100	
Advanced				46	
Number of students tested	6	7	7	11	9
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1			1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11W11

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	98	98	100	98	96
Advanced	60	55	63	62	67
Number of students tested	47	44	46	45	49
Percent of total students tested	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced				100	
Advanced				46	
Number of students tested	6	7	7	11	9
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1			1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11W11