



# 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: 118 Elementary schools  
 (per district designation) 8 Middle/Junior high schools  
40 High schools  
18 K-12 schools  
184 Total schools in district
2. District per-pupil expenditure: 14289

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 0
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	15	17	32		<b>6</b>	0	0	0
K	23	14	37		<b>7</b>	0	0	0
1	17	14	31		<b>8</b>	0	0	0
2	13	16	29		<b>9</b>	0	0	0
3	17	13	30		<b>10</b>	0	0	0
4	10	19	29		<b>11</b>	0	0	0
5	15	12	27		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								215

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
1 % Asian  
8 % Black or African American  
17 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
72 % 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: 5%

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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	217
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 38%  
 Total number of students who qualify: 81

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: 8%  
 Total number of students served: 17

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</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>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>7</u>
Total number	<u>13</u>	<u>14</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: 30:1

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	95%	96%	95%	95%	95%
Daily teacher attendance	99%	96%	98%	97%	95%
Teacher turnover rate	0%	0%	10%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

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	_____ %
<b>Total</b>	_____ <b>0%</b>

## PART III - SUMMARY

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In May of 2007, John Greenleaf Whittier School was honored to win the National Charter School of the Year Award. A team of educators from the school attended the award ceremony on Capitol Hill in Washington, D.C., where leaders of national and local groups, colleagues in the charter movement, and policy makers came together to salute the Awardees. Representatives from the 53 National Charter Schools of the Year were introduced and invited to say a few words about their successes, and then met with Congressional Representatives and Senators. When asked to describe the secret of the success of John Greenleaf Whittier School, the answer could be summed up in one simple equation:

Teachers + Support Staff + Parents + Students = SUCCESS!

When one walks through the door of the school, one will see a bright, welcoming environment where cooperative education and parent involvement are the norm. Evidence of student learning is everywhere. For decades, the School-Family-Community Partnership has been the guiding force of the school. The entire John Greenleaf Whittier Community is honored to be nominated by the Department of Public Instruction for the 2011 National Blue Ribbon Schools Award.

The mission of John Greenleaf Whittier School is to provide a safe and caring learning environment in which staff, students, parents, and community relationships merge to meet the needs of all students in order to foster academic achievement. The school has traditionally provided its students with a rigorous, enriching curriculum aligned with academic state standards. Expectations of high achievement and life-long learning are shared among all educational partners. Character Education is modeled through a series of imaginative lessons and motivating activities designed to teach core values of respect, responsibility, fairness, and good citizenship.

John Greenleaf Whittier School is a public charter school serving students from four-year-old Kindergarten through fifth grade. Most students are residents of the neighborhood, an area of smaller single-family dwellings and apartments, in a southeastern section of the City of Milwaukee.

In recent years, John Greenleaf Whittier School has experienced distinct structural milestones. In 2005, the school changed from a principal-led to a teacher-led school. Under this leadership, teachers, secretaries, educational assistants, and other support staff have taken on new levels of responsibility, up to and including serving on the Learning Team and the School Governing Body and by making decisions at the school level in order to continue the tradition of student success. This practice has proven so effective that student achievement has increased under the new leadership model.

Teachers establish rapport with their students and encourage them to meet expectations through academic rigor, which challenges students at their individual ability levels. Teaching is differentiated to meet students' needs. Educational assistants, parents, and community volunteers work with small groups and individuals to make success a reality for every student.

John Greenleaf Whittier School is a high achieving school because all stakeholders value the school and its vision. The staff works collaboratively to meet the educational needs of the students. Monthly progress monitoring is used as a resource for developing methods of differentiated instruction to address each student's learning style. Learning team members meet to analyze and evaluate data to improve strategies for increased student achievement. A School Improvement Plan is reviewed monthly and revised as needed to develop goals, improve current strategies and incorporate researched-based educational trends.

Parent involvement is an integral part of the school's vision. At John Greenleaf Whittier, mutual respect and cooperation between family members and faculty is vital to the success of our programs. There are

generally seven to ten or more volunteers in the building every week working closely with students to assist in journal writing or small group math and reading skill practice. Families are included in the Character Education program and values are reinforced at home.

A School Governing Body consisting of parents, family members, teachers, and community members meets monthly. An active Parent-Teacher Organization helps to connect families and build relationships with the community at large by sponsoring and hosting monthly events, such as Family Science Night and an annual school picnic.

John Greenleaf Whittier School staff use technology as an instructional tool to increase student engagement. Students are assigned projects that encourage the use of technology for research and inquiry. A well-equipped media center is evidence of the school's technology-based curriculum. John Greenleaf Whittier School has integrated technology into formal assessments. Students take the Measure of Academic Progress online and data results are evaluated to monitor student progress and plan intervention strategies

At John Greenleaf Whittier, the success of the students is the top priority. The emphasis on a strong curricular foundation, dedicated staff involvement, supportive family members, community connections, and a climate of respect and mutuality results in a school where students find acceptance and experience success.

### 1. Assessment Results:

For the past five years, all John Greenleaf Whittier students in grades three through five have taken the Wisconsin Knowledge and Concepts Examination, a standardized assessment used to measure academic achievement and growth. This assessment combines selected response (multiple choice) and constructed response (written) questions to test student knowledge and skill in the areas of reading (language arts) and mathematics. In grade four, students are also assessed in science, social studies, and writing.

The Wisconsin Knowledge and Concepts Examination is used to determine adequate yearly progress for students at the school, district, and state levels. The results are reported as proficiency categories associated with the four scale score ranges of minimal performance, basic performance, proficient performance, and advanced performance.

The minimal performance category is a range of scores that indicates a student has demonstrated very limited academic knowledge and skill for the subject and grade level tested. Students scoring at this level have not “met the standard.”

The basic category is a range of scores that indicates a student has demonstrated some knowledge and skills for the subject and grade level tested. Students scoring at this level have not “met the standard.”

The proficient category is a range of scores that indicates a student has demonstrated competency in the knowledge and skills for the subject and grade level tested. Students scoring at this level demonstrate “meeting the standard.”

The advanced category is a range of scores that indicates a student has demonstrated in-depth understanding of knowledge of skills for the subject and grade level tested. Students scoring at this level demonstrate “meeting the standard.”

The advanced and proficient levels are long-term educational goals for all students. Further information about the Wisconsin Knowledge and Concepts Examination can be obtained at <http://www.dpi.state.wi.us/oea/>.

For each of the past five years, John Greenleaf Whittier School has far exceeded district and state levels on the Wisconsin Knowledge and Concepts Examination. The students' reading scores over time range from 93% in November 2005 to 98.8% in November 2009. These represent all tested students, grades three, four, and five combined.

The students' math scores over time on the Wisconsin assessment range from 95% in November, 2005 to 98.8% in November 2009. These represent all tested students, grades three, four, and five combined.

Tables which show all of the assessment data collected from this instrument by the state of Wisconsin are published on its reporting site, WINSS: <http://data.dpi.state.wi.us/data/SelSchool.aspx>.

Scores are reported for students categorized as “all groups combined” and for students categorized as eligible for free or reduced lunch. However, many of the other demographic subgroups were not reported because of the small size of these groups at the school. The Wisconsin Department of Public Instruction considers these subgroups too small to report due to the risk of violating students’ rights to confidentiality. However, 100% of our students participate in taking the Wisconsin Knowledge and Concepts Examination.

The school community takes pride in student achievement and progress. High scores of 90% or higher are consistently maintained as students advance through the grades. For example, one cohort, namely the third grade students from the school year 2006-2007, who scored 90.9% proficient or advanced in reading, later scored 95.8% proficient or advanced as fifth grade students in the school year 2008-2009. Most other student cohorts also demonstrate continual progress in both math and reading. In the past five years two groups of fourth graders experienced a score drop to the 80's in math. This issue was addressed by using data to determine students' areas of strength and weakness and redesigning or increasing instruction for those areas. Both of those groups improved by more than ten points when they reached fifth grade. The fourth grade once again scored in the 90's in math on the last year reported, 2009-2010.

At a minimum teachers at John Greenleaf Whittier review formative and summative data on a monthly basis. Student learning analyses are done individually and in teacher teams. Whole group, subgroup, and individual data are studied to ensure that teaching addresses student needs. Monthly staff meetings devote time for monitoring the progress of the School Improvement Plan. Staff collect data on professional development and community involvement which is integrated with the School Improvement Plan. John Greenleaf Whittier is vigilant about making sure that all school activities are aligned to the specific academic goals listed in the School Improvement Plan.

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

The faculty at John Greenleaf Whittier School regularly explore student assessment data to modify teaching and to drive decision making. Teachers use a variety of ongoing, formative assessments such as student reflections, observations, and open questions to continuously gather evidence about student learning. In monthly meetings, teachers draw upon data from a range of sources, including the Wisconsin Knowledge and Concepts Examination, Measures of Academic Progress, Classroom Assessments Based on Standards and reading unit mastery tests. This allows teachers to use the most current information on performance at the school, grade, and individual student level. Teachers use data to plan strategies and goals for the School Improvement Plan. These goals and strategies are reviewed on a monthly basis by the faculty during progress monitoring sessions in staff meetings. With district-wide implementation of the Comprehensive Literacy Plan, teachers use daily informal assessments to identify students who need instructional intervention. Formal assessments such as lesson tests, unit tests and Measures of Academic Progress assessments help teachers assess the need to re-teach, provide individual student support, and plan for differentiated instruction.

Formative assessments include math constructed response items, classroom writing samples, and math Classroom Assessments Based on Standards. Such formative assessments help guide classroom instruction and empower students to become informed about their individual learning and progress. Timely and specific descriptive feedback is a powerful tool which is used on a systematic and regular basis as part of formative instructional strategies. For the past two years teachers have met in after school sessions to practice, discuss, and write descriptive feedback for math constructed response items and math Classroom Assessments Based on Standards. During these sessions teachers discuss in detail students' reasoning and common misconceptions. These evaluations help teachers determine the next steps for instruction. Descriptive feedback is presented to the students for their revision and reflection. These descriptive feedback sessions are an excellent approach for teachers of a single grade to see how students are learning at all other grade levels.

The staff at John Greenleaf Whittier believes that evaluating students and working collaboratively to explore assessment data, study student work, and take action gives powerful insight into where each child is functioning and emerging skills. This essential understanding helps the faculty fine-tune instruction for each child.

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

The Milwaukee Public School District compiles and publishes an Annual Report Card for each of its schools. In the report, data for John Greenleaf Whittier School, including student enrollment, demographics, standardized testing, mobility and stability rates and other performance indicators are provided. This report is posted on the John Greenleaf Whittier website, <http://www2.milwaukee.k12.wi.us/whittier/whittier.htm>.

Individual student Wisconsin Knowledge and Concepts Examination results and Measures of Academic Progress assessment results are shared with parents at spring parent-teacher conferences. During these conferences, classroom teachers explain to parents the assessment results and make suggestions for follow-up instruction and practice at home. Teachers and parents discuss strengths and weaknesses in the assessed areas. In addition, results from the reading portion of the Measures of Academic Progress assessment, including Lexile levels, a measure used to identify appropriate reading material by ability level, are mailed directly to parents.

Examination results are available to all John Greenleaf Whittier School families via the school website. (<http://www2.milwaukee.k12.wi.us/whittier/whittier.htm>) These assessment results are also shared at monthly School Governance Council meetings. An analysis of this data, along with goals for using the results to guide instruction, are also discussed and approved at these meetings.

Teachers at all grade levels give both formal and informal classroom assessments daily and weekly. Teachers provide timely and effective descriptive feedback to students in the classroom. Students are given opportunities to examine the results and to reflect and respond to the assessments through writing, revision and math talk. Results of these assessment practices are shared with parents at parent-teacher conferences and on quarterly report cards. School staff members work together to compile the results of these assessments and to generate strategies for follow-up instruction in the classroom.

All participants in the John Greenleaf Whittier School community share and discuss assessment data and information on an on-going basis. Classroom teachers use formative assessments to guide instruction. Teachers collaborate daily to reflect upon the successes and challenges made evident by these classroom assessments results. Learning Team members analyze and evaluate data to implement strategies for intervention. This collaboration helps the school to meet the needs of all participants and ensure success for each of our students.

### **4. Sharing Lessons Learned:**

Since becoming a charter school in 2000, John Greenleaf Whittier School has received two dissemination grants. With these funds, the school has shared the success with other schools in the district and community. For two consecutive summers, John Greenleaf Whittier staff collaborated with a partner school to conduct a Taking Educators and Children Higher Institute (TEACH Institute). Teachers throughout the school district were invited to attend the institute seminars, which highlighted the best practices implemented at the school. More than 200 educators and administrators from public, parochial and higher educational institutions attended. In addition, dissemination grant funds supported a resource room, to provide all educators in Milwaukee Public Schools access to technological resources (such as laptop computers, digital cameras, digital projectors and a color copy machine) for use in their own classrooms. Over 50 teachers used it the first year.

Each year at John Greenleaf Whittier School, parents, staff, and community members host an open house, to provide families with information about the school and the extra-curricular opportunities available in the school community such as sports and scouting. In August 2010, 260 people attended the open house gathering. In the spring, the school holds a gallery night or other similar event to showcase student work. Gallery night attendance reached 256 last year.

With a decade of Charter experience, John Greenleaf Whittier School staff are asked to provide guidance and feedback to other schools nationwide. The teacher leader has presented on behalf of the district at The Wisconsin Charter Conference and worked closely with five other district schools to help establish charter programs. Upon receiving Charter School of the Year for 2007, the school team spoke in Washington, D.C.

John Greenleaf Whittier School is frequently used as a model for those who are seeking information about how a teacher-led school works. While researching effective leadership models, representatives from The University of Wisconsin-Madison conducted classroom observations and interviewed the learning team and members of the staff. Several articles have been posted in local newspapers such as [The Milwaukee Journal-Sentinel](#) on January 20, 2007 and [The Bay View Compass](#) from September 2007, to celebrate the many successes of the teacher-led charter school.

As a Blue Ribbon School, staff will continue to work with everyone in the district and community to provide outreach and support. John Greenleaf Whittier staff believe the school's success is a reflection of the dedication and hard work of all stakeholders.

## 1. Curriculum:

At John Greenleaf Whittier School, staff believe that what students are taught, the methods used to teach, and the learning environment are essential components of a high quality educational experience. Staff understand that rigor in curriculum is a process which aims to ensure achievement of student success, but the process must be continually evaluated for effectiveness. Changes to the curriculum are made to meet the needs of the learners, and those components proven to be successful are continued. Curriculum content and instructional practices, along with high expectations and rigorous coursework maximize student achievement.

To ensure the academic success of each student, the curriculum at John Greenleaf Whittier School is based on core standards developed by the state and district. The various components of the curriculum are designed to build and strengthen basic skills while inspiring and motivating students to develop higher level thinking processes.

**Reading:** The ultimate aim of the reading program is to encourage the love of reading for all students at all achievement levels. The Comprehensive Literacy model incorporates whole group instruction, small group differentiated activities, and reflection/response time. Teachers assign reading materials according to each individual student's skill level. Instruction focuses on those elements of reading that improve students' abilities to derive meaning from what is read, and to apply literacy knowledge to other content areas.

**Language Arts:** The language arts program focuses on developing writing strategies and providing instruction in grammar. Students are given opportunities to practice, enhance, and master writing, listening, and communication skills. Language arts instruction is studied and practiced daily. The Six Traits of Writing are modeled by teachers and used by students in written compositions. In all grade levels, students use writing to describe, explain, persuade, compare, and express individuality. For example, students author pop-up books, compose riddles, and create works of historical fiction.

**Mathematics:** The mathematics program encourages constructive discussion, in-depth thinking, and analysis through hands-on, standards-based lessons that grow in complexity. The Math Expressions program is a spiral approach that builds on previous learning. Students practice and review mathematical skills in a variety of problem-solving contexts to encourage interest, exploration, and application to real-life situations. Family Math Night is an annual event to showcase student learning and engage families in cooperative math activities.

**Social Studies:** The social studies curriculum combines reading and writing skills, map study, and technology to develop content knowledge. Emphasis is placed on vocabulary and the synthesis of ideas related to civics, government, economics, and the behavioral sciences. Students learn about the dynamics of populations within the community and develop an understanding of the geography, history, and culture of both our state and country.

**Technology:** Technology is used daily as an instructional tool and as an instrument for learning. Smart Boards and computers in the classroom provide opportunities for multi-media exploration and student engagement. Research-based inquiry is a key component of the curriculum. Students use technology to develop, research, and create themed reports, graphic displays, and PowerPoint presentations across the content areas.

**Science:** The science program includes studying, practicing, and applying the scientific process, and the investigation of numerous science topics through reading and hands-on exploration. Technology, projects,

field trips and other cross-curricular activities enhance the science curriculum. The K5 does a cross-curricular unit on how living things grow and change. They incubate and hatch real hens' eggs. Three to four times a year a representative from Schlitz Audubon Nature Center conducts an interactive outreach program at the school.

**Art:** The art curriculum combines art history, the study of art genres, and practical application of hands-on experience. Students in grades 3-5 participate in the Junior Docent program at the Milwaukee Art Museum. Upon completion, students serve as docents, showcasing the knowledge they have acquired during their three year study. At a school-wide Gallery Night, classrooms are transformed into galleries, where student artwork is displayed and highlighted.

**Music:** The music curriculum provides students with opportunities to explore basic music skills and engage in choral, instrumental, and rhythmic expression. Music and movement are used as a key component of the Character Education program.

**Physical Education:** The physical education program focuses on the importance of exercise, nutrition, and self-respect, as well as disease prevention and the science of the human body. The physical education teacher shows students how to measure and keep track of their own fitness levels. A parent-run program through Milwaukee Public School Recreation offers team sports such as soccer and basketball.

**Character Education:** The character education program centers around the study and practical application of the six pillars of good character: respect, responsibility, caring, fairness, trustworthiness, and good citizenship. Staff and parent volunteers design and facilitate activities which immerse students in the study of good character. Students in multi-age level groupings rotate weekly through prepared activities. An all-school assembly introduces and concludes each unit.

## **2. Reading/English:**

Reading is at the core of all learning at John Greenleaf Whittier School. The curriculum has always supported a "learning to read, reading to learn" approach. Unique to the program is the differentiated instruction that begins in kindergarten, to ensure the academic growth of all students. The reading curriculum consists of a Comprehensive Literacy Plan that focuses on the following skills: reading comprehension, phonics, vocabulary strategies, and fluency. Students learn these skills in both whole and small group instruction. Along with participation in differentiated activities students have opportunities for response/reflection time. Although this approach to reading was recently mandated by the district, John Greenleaf Whittier has used a comparable Comprehensive Literacy Plan based on state standards for over a decade.

Foundational reading skills begin in kindergarten and are strengthened in first grade. Students acquire reading skills through direct phonics instruction, phonemic awareness exercises, guided reading practices, direct modeling, and independent reading using materials such as RAZ-Kids™ computer program and vocabulary readers. Comprehension skills are developed through exercises requiring students to recall characters, events, and detail of stories. In first grade, foundational skills are further developed through more extensive phonics methods, such as word family and word building. Students develop reading skills at their instructional levels and auditory comprehension skills by listening to fictional and non-fictional literature.

The transition from "learning to read" to "reading to learn" begins in second grade. The main focus of second grade reading instruction is the development of reading fluency and comprehension skills through guided reading practice in small, teacher-led groups. These skills improve students' ability to read and comprehend material across content areas in the intermediate grades.

The differentiated instruction that is provided at all grade levels provides instruction at the students' ability level. In addition continuous progress monitoring through formative and summative assessments, allows teachers to provide additional instruction for students who fall below proficiency. To improve

reading skills, communication between educators and parents is on-going and after-school tutoring through Title I targeted assistance is provided.

### **3. Mathematics:**

John Greenleaf Whittier School has adopted and implemented the Houghton Mifflin Math Expressions curriculum for the 2010-11 school year. Math Expressions is a comprehensive kindergarten through fifth grade mathematics curriculum that incorporates best practices of both traditional and reform mathematics curricula. The program deepens students' mathematical thinking with emphasis on conceptual language, math drawings, accessible algorithms, and real world problem solving. Every Math Expressions lesson includes intervention, on level and challenge activities to support students' individual needs.

Each classroom at John Greenleaf Whittier has a 60 minute math block. Teachers routinely use a whole group/small group/whole group approach within this block. The small group time may be used for table groups, leveled groups, heterogeneous groups or self-selected groups, depending on the math concepts being taught. Whole group is used for reflection and reinforcement of skills taught.

Math Talk is considered an important part of each math lesson. Classroom ground rules for respectful talk and equitable participation are established and continually reviewed by the teacher. Respect for each persons' contributions and equal access to participation are valued norms. Talk formats such as whole group and small group discussion, as well as partner talk are used to organize students for peer conversation. In order to develop more productive and fluent math discussions teachers use strategies such as, "talk moves", re-voicing, adding on and wait time.

The staff at John Greenleaf Whittier believe it is vital to identify students who are struggling in math and assist them before they fall behind. Staff employ high quality instruction along with frequent formal and informal assessments to monitor student progress and support students' individual needs. Math Expressions' and rich, real world math experiences with an explicit, systematic teaching approach is an advantage for students with different ability levels.

John Greenleaf Whittier has outlined in its School Improvement Plan two main strategies to assist students who are identified by the teacher as falling behind or at risk for falling behind. The first strategy is to employ flexible small group instruction. This is achieved during the small group math portion of the 60 minute block as well as other scheduled times with teacher aides or parent volunteers as tutors. The second strategy is to use extended learning time through the Title I Targeted Assistance program. On Wednesdays after school students in this program receive extra needed support in the areas of math and/or reading.

### **4. Additional Curriculum Area:**

The character education program at John Greenleaf Whittier School began as a parent initiative and was supported by the Parent Teacher Organization in 2005. That year, a teacher/parent team developed the school's program after attending the Jefferson, WI School District Character Education Conference. This innovative program revolves around the six pillars of good character: respect, responsibility, trustworthiness, caring, fairness, and citizenship and was featured in the Milwaukee Journal-Sentinel on January 20, 2007. Over the years, these pillars have been embedded in the community's language, actions, and curriculum. John Greenleaf Whittier has a character education committee comprised of teachers and parents that develop activities incorporating character traits across the content areas. Since 2005, the suspension rate has been consistently low with fewer than three suspensions each year.

Currently, the program is comprised of two six-week character education blocks that infuse The Six Pillars of Good Character into high interest activities such as singing, dancing, painting, and acting. Student activities are facilitated by teachers, staff, and family volunteers, and conducted in multi-age groups. Each six-week block culminates with a school-wide assembly during which certificates are

awarded, performances are conducted, and finished projects are presented. Currently, the culminating event includes a school-wide food drive.

As a result of the character education program at John Greenleaf Whittier, students are learning valuable life-long character traits that go beyond the state standards for academic achievement. Staff believe that character education needs to be a fundamental component of a student's education. The unique design of the character education program provides older students an opportunity to develop leadership skills as they guide younger students in the multi-age groups. Younger students develop a sense of security within the school as they interact with and build friendships with the older students. The character education program provides all children with a safe, caring, productive learning environment, and fosters a sense of community among students, families and staff.

## **5. Instructional Methods:**

The teachers at John Greenleaf Whittier School understand that, while staff must teach to the standards, they cannot rely on one instructional method to reach all students. Staff have embedded best practices proven by test score results to be effective with students and meet their diverse needs. These best practices include small group opportunities, differentiated instruction, and integration of curriculum, in particular, in the Comprehensive Literacy Plan and Math Expressions curricula.

Small group opportunities for learning begin in the four-year-old kindergarten classroom and continue through fifth grade. At the early childhood level, instruction is given in small groups, allowing for more individualized student support. Teachers are able to assess which students need more one-on-one assistance or more independent challenges. Young students are also able to explore and apply concepts taught in smaller groups. At the primary level, small group opportunities include more explicit, comprehensive, and supportive instruction. Students begin the journey as independent learners working at an individual pace. When students reach fifth grade, opportunities to work with peers are provided through open-ended activities, such as research projects, or extension exercise to work on application of skills. Throughout the time at John Greenleaf Whittier, struggling learners are extended one-on-one guidance from teachers, educational assistants and/or parent volunteers during small group time.

Small group opportunities are a natural path to differentiated instruction. It is a systematic approach to ensuring that all students achieve to full potential, whether it be through accelerated or enriched instruction. Instruction that is given to students is determined by ongoing assessments, both formal (standardized tests) and informal (classroom assessments based on standards). This collection of assessment data allows teachers to make instructional decisions on a daily basis. Students are given opportunities to take ownership by monitoring their own progress.

Teachers use thematic approaches and project-based learning to build links between subject topics, skills, and concepts. Staff believe that an integrated curriculum reflects real-world experiences more accurately, helps students learn best, and prepares them for life-long learning.

## **6. Professional Development:**

To meet and exceed the high expectations as a school, teachers at John Greenleaf Whittier are committed to deepening individual content knowledge and adopting best teaching practices. Each school-level professional development session is designed to fulfill the strategies outlined in the School Improvement Plan. Professional development sessions provide teachers opportunities to apply what they've learned. The teachers seek professional development opportunities related closely to the curriculum and the needs of their students. Teachers share what they've learned with other staff members.

The staff at John Greenleaf Whittier recognizes that students enter the classroom with different readiness levels and learning styles. The School Improvement Plan identifies differentiated instruction and flexible grouping strategies as goals for literacy and math. To support the implementation of these strategies,

teachers attend district and school level professional development for differentiated instruction for literacy and math.

For the past seven years, the Milwaukee Mathematics Partnership has provided funds for Milwaukee Public Schools to support professional development in math at the school level. At John Greenleaf Whittier this professional development is outlined in a district-wide math action plan and implemented by the school's Math Teacher-leader and the Learning Team. The teachers demonstrate an "in-kind" commitment by attending unpaid meetings and sessions including staff meetings, contractual professional development sessions and Learning Team meetings. This school year a focus of the Math Action Plan professional development has been on differentiated instruction and descriptive feedback.

John Greenleaf Whittier's staff strives to stay on the cutting edge with technology that supports the curriculum. During the 2009-2010 school year the staff was trained to use Discovery Education streaming and RAZ-Kids/Reading A-Z™. In 2010-11 teachers have attended district and school level trainings for administering the Measures of Academic Progress online assessments and using the Northwest Evaluation Association website to review and study Measures of Academic Progress benchmark data for monitoring student progress. The John Greenleaf Whittier faculty believes that regular and ongoing opportunities to deepen and improve their teaching knowledge and to learn from each other, is a key to its success.

## **7. School Leadership:**

At John Greenleaf Whittier teachers, families, and community members are all partners in educational leadership and stakeholders in the success of the school. The leadership philosophy can be illustrated by looking at how John Greenleaf Whittier transformed itself from a traditional principal-led school to an innovative teacher-led school. John Greenleaf Whittier School has always had little turnover among full-time staff, but has seen the leadership frequently change. In 2003, John Greenleaf Whittier was assigned a half-time administrator, due to budgetary constraints. Out of concern that John Greenleaf Whittier would ultimately close for lack of funding, faculty worked together to prevent school closure. Using the charter status, staff developed a leadership model that was comprised of two teacher-leaders, with administrative support from a neighboring middle school, thus saving the cost of a principal. With the support of the School Governing Body, the Parent Teacher Organization, and community, staff presented the leadership model to the Milwaukee Board of School Directors, which approved it in 2005. By becoming a teacher-led building, the school was able to maintain its staff, four educational assistants, and the physical education program.

Today, John Greenleaf Whittier is a teacher-led school with a collective sense of ownership and responsibility among staff and parents. The teacher-leader is instrumental in ensuring that resources, policies, programs and relationships foster high expectations for the school's community. Along with the responsibility of teaching four-year-old kindergarten, the teacher-leader is responsible for the school's budget, resources and charter compliance. The teacher-leader attends principal/district meetings, enforces district/school policies, conducts staff and school governing body meetings, and disseminates information to staff and parents.

School leadership extends to the School Governing Body, comprised of the teacher-leader, one teacher, one school support staff, five parents and one community member who share in overseeing school management. Instructional leadership lies with the Learning Team. The team consists of the fifth grade teacher, special education teacher, literacy coach, math teacher-leader, and the kindergarten teacher. The team drives the School Improvement Plan, which involves teachers in the monitoring of student progress and achievement and also determines professional growth activities related to enhancing the curriculum and instruction strategies for all staff.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-2006 through 2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	100	97	96	91	93
Advanced	50	48	32	64	59
Number of students tested	26	31	28	22	29
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced			100		
Advanced			20		
Number of students tested	6	7	10	3	6
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	2	1	1	0	1
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	4	3	2	3	4
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	1	1	3	0
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	1	0	0
<b>NOTES:</b>					

11W12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
3 Examination

Edition/Publication Year: 2005-2006 through  
2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	100	97	100	91	93
Advanced	81	74	68	73	79
Number of students tested	26	31	28	22	29
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced			100		
Advanced			50		
Number of students tested	6	7	10	3	6
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	2	1	1	0	1
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	4	3	2	3	4
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	1	1	3	0
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	1	0	0
<b>NOTES:</b>					

11WI2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts  
4 Examination

Edition/Publication Year: 2005-2006 through  
2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	96	82	85	100	92
Advanced	64	46	50	54	48
Number of students tested	28	28	20	26	25
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	8	9	2	5	9
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	2	1	0	1
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	4	2	3	3	0
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	3	0	4
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	1	0	0	0
<b>NOTES:</b>					

11WI2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
4 Examination

Edition/Publication Year: 2005-2006 through  
2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	100	93	90	100	92
Advanced	61	57	60	50	60
Number of students tested	28	28	20	26	25
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	8	9	2	5	9
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	2	1	0	1
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	4	2	3	3	0
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	3	0	4
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	1	0	0	0
<b>NOTES:</b>					

11WI2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts  
5 Examination

Edition/Publication Year: 2005-2006 through  
2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	100	96	96	100	100
Proficient	73	79	85	74	72
Number of students tested	26	24	26	27	28
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced					
Proficient					
Number of students tested	6	3	5	9	3
<b>2. African American Students</b>					
Proficient + Advanced					
Proficient					
Number of students tested	1	1	1	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Proficient					
Number of students tested	3	6	3	2	2
<b>4. Special Education Students</b>					
Proficient + Advanced					
Proficient					
Number of students tested	1	3	1	5	1
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Proficient					
Number of students tested	0	1	1	0	1
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Proficient					
Number of students tested	0	1	1	0	1
<b>NOTES:</b>					

11WI2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
5 Examination

Edition/Publication Year: 2005-2006 through  
2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	96	92	96	100	94
Advanced	62	67	62	78	67
Number of students tested	26	24	26	27	18
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	6	3	5	9	3
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	1	1	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	3	6	3	2	2
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	3	1	5	1
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	1	0	1
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	1	0	0	0	0
<b>NOTES:</b>					

11WI2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient + Advanced	99	92	93	97	94
Advanced	63	57	55	64	58
Number of students tested	80	83	74	75	72
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient + Advanced	95	90	94	100	83
Advanced	55	32	29	41	39
Number of students tested	20	19	17	17	18
<b>2. African American Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	3	4	3	0	2
<b>3. Hispanic or Latino Students</b>					
Proficient + Advanced	100	73			
Advanced	36	46			
Number of students tested	11	11	8	8	6
<b>4. Special Education Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	2	5	5	8	5
<b>5. English Language Learner Students</b>					
Proficient + Advanced					
Advanced					
Number of students tested	0	1	1	0	1
<b>6. Am. Indian/Alaskan Native</b>					
Proficient + Advanced					
Advanced					
Number of students tested	2	2	1	0	0
<b>NOTES:</b>					

11W12

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Advanced	99	94	96	97	93
Advanced	68	66	64	67	69
Number of students tested	80	83	74	75	72
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	90	94	100	78
Advanced	55	58	41	41	50
Number of students tested	20	19	17	17	18
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	4	3	0	2
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	100	82			
Advanced	46	27			
Number of students tested	11	11	8	8	6
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	5	5	8	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	0	1	1	0	1
<b>6. Am. Indian/Alaskan Native</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	2	1		
<b>NOTES:</b>					

11W12