

PART I - ELIGIBILITY CERTIFICATION

12WI4

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12WI4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 12920

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 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	2	1	3		6	0	0	0
K	13	6	19		7	0	0	0
1	10	7	17		8	0	0	0
2	10	11	21		9	0	0	0
3	11	6	17		10	0	0	0
4	8	11	19		11	0	0	0
5	6	9	15		12	0	0	0
Total in Applying School:								111

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % 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 2010-2011 school year: 21%

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, 2010 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2010	117
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 49%
 Total number of students who qualify: 55

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: 14%
 Total number of students served: 15

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>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</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>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>8</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>2</u>
Total number	<u>11</u>	<u>11</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: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Arena Elementary School is a 111-student school located in rural Wisconsin. With a population of over 50% of its students receiving free/reduced price lunch, Arena faces challenges that have been overcome through focusing on creativity, innovation, and deep connections with students and their families. There are many effective and replicable practices that make Arena Elementary School deserving of Blue Ribbon Status. These strengths are as follows:

- Cohesive school culture with high expectations
- Focus on 21st century skills and themes
- Use of project learning and integrated studies
- High student achievement
- High student engagement
- Use of authentic assessment with real-world application
- Emphasis on inquiry and student-directed, rather than only teacher-directed, learning
- Collaborative planning among teachers
- Personalized instruction and regular use of assessment to shape teaching and learning
- Culture of trust fostered between staff and students
- Teachers given input and leadership in shaping school improvement
- Relevant, ongoing professional development tailored to individual teacher's needs
- Meaningful involvement of parents and community members
- Eagerness among staff to share best practices and help other educators replicate their success

The mission and vision statements at Arena Elementary School are as follows:

Arena Elementary students will master and use academic content knowledge at high levels in order to become effective and self-reliant life-long learners.

Students will accomplish this by:

- understanding and integrating the foundation of information and the fundamental skills learned in each content area.
- developing effective strategies in each content area in order to create products that reflect ongoing learning.
- becoming aware of how they learn and verbalizing when and how to use critical thinking, creative thinking, and problem solving strategies to develop a deeper understanding of academic content.
- learning how to develop new ideas and concepts that are both original and hold value.
- identifying and generating patterns and relationships drawn from diverse content areas.
- embracing and integrating new ideas and perspectives to broaden their overall understanding increase relevancy.
- articulating ideas in multiple formats by exploring, observing, collaborating, and presenting.

- recognizing the importance of developing mental quiet-space and stillness to avoid chaos in the thinking process.
- being able to apply critical thinking skills to determine the meaning and significance of academic content and of the products of their own creative process.
- organizing, synthesizing, questioning, and analyzing to evaluate academic content and generating new ideas.
- recognizing and appreciating the need for life-long learning.
- understanding the importance of metacognition (understanding how you think, feel, and learn).
- communicating their ideas effectively with diverse audiences.
- effectively using appropriate methods of communication, well suited to need and purpose, and displaying confidence when communicating with various audiences.
- using multiple forms of technology to enhance, create, and produce appropriate communication for diverse and global audiences.
- listening effectively and showing respect when communicating with others.
- displaying social skills, flexibility, and a willingness to compromise in order to achieve common goals with diverse teams.
- appreciating diversity from both a local and global perspective and utilizing this understanding to influence the local environment.
- working effectively with diverse groups in academic and co-curricular activities.
- investigating the world to learn new perspectives and communicate ideas.
- taking action to meet local challenges and address global issues (think globally, act locally).
- display global citizenship and stewardship
- demonstrating an understanding of how world cultures and global issues connect to their lives.
- using technology as a tool to research, organize, evaluate, and communicate information.
- integrating various technologies (new and old) to achieve specific purposes.
- engaging in digital citizenship to use technology safely, legally, responsibly, and ethically.
- understanding how and why media messages are constructed and for what purposes.
- organizing and managing information to create projects.
- using various technologies as a learning tool to gain access to new knowledge and current happenings and reacting accordingly.
- using technology communication to collaborate locally and globally.
- displaying intrinsic motivation and the ability to take personal initiative.

Every month Arena Elementary School students, staff, and families take part in a school-wide assembly that has a specific focus area that is shared as a theme throughout the month in the school. Typically, this focus is on reading so that students and families can see the importance of reading for a lifetime. Every spring an end-of-the year all-school gathering is held that brings in members of the entire community. Celebrating the year's successes - including academic growth, accomplishments of the school as a whole, and community connections, make this celebration one that is remembered by students for years to come.

1. Assessment Results:

As a public school district in the State of Wisconsin, the River Valley School District is required to give students in grades 3-8 and 10 the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is customized to measure the Wisconsin Model Academic Standards (WMAS) and is developed and designed by the Wisconsin Department of Public Instruction and Wisconsin educators in conjunction with CTB/McGraw-Hill. This standardized test is composed of items specifically designed for Wisconsin and a few commercially developed questions used in schools across the country. Students in grades 3, 5, 6, and 7 take tests in Reading and Mathematics. Students in grades 4, 8, and 10 take tests in Reading, Mathematics, Science, Language Arts, Writing, and Social Studies. WKCE is administered to all the students enrolled in Wisconsin public schools during the fall of each school year.

The purpose of the WKCE is to provide information about student attainment of subject-area proficiency to students, parents, and teachers, information to support curriculum and instructional planning; and a measure of accountability for schools and districts. The results of the WKCE are used by the Department of Public Instruction (DPI) as an accountability measure for school improvement to meet its statutory requirement of identifying low-performing schools as stipulated by Wisconsin s. 115.38(4), meet the federal Title I (NCLB) requirement to determine how well children are learning, and determine the extent to which schools and districts across the state are meeting the Wisconsin proficiency standards.

The WKCE has four ranges of performance:

- **Advanced:** Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade level.
- **Proficient:** Demonstrates competency in the academic knowledge and skills tested on WKCE for that grade level.
- **Basic:** Demonstrates some academic knowledge and skills tested on WKCE for that grade level.
- **Minimal:** Demonstrates very limited academic knowledge and skills tested on WKCE for that grade level.

The Advanced and Proficient levels of functioning determine Adequate Yearly Progress by grade and subject. Reviewing one year of 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 Arena Elementary School in WKCE results shows consistently high performance over the last five years. Over the last five testing cycles, November 2006 through November 2010, Arena Elementary School students have scored above the state average in proficient or advanced in Reading and Math. Our differentiated models of instruction at Arena Elementary School have clearly resulted in a high level of proficiency in educating our students as signified by consistently high scores on the WKCE. This high performance is due to the fact that we have well-trained, committed staff members who are teaching students at their levels and expecting high results.

A clear focus on utilizing curriculum that spirals among the grade levels has resulted in increased performance for our students. The balanced literacy and mathematics focus that is utilized in our school and district has allowed for a review and adjustment of 'gaps and overlaps' in our curriculum. This work has resulted in high-performing students and teachers who recognize the importance of connections between and among the grade levels.

There is very little difference between how our students in various sub-groups are performing in comparison to their peers. As an example, our economically disadvantaged students are performing

nearly as well as our non-economically disadvantaged students and our males and females perform similarly as well. We attribute this success to individualization and high expectations for all of our students as well as a strong commitment to understanding students' needs and working with families to ensure success for all students.

For several years, 100% of our students at various grade levels have scored in the advanced/proficient range in reading on the WKCE. In the years where we have had fewer than 100% scoring in the advanced/proficient range, we have still been above the state average. We have reviewed the results and there have not been significant gains (as it is impossible to gain beyond 100%) or losses over the years. While fourth grade showed a drop in percentage of advanced/proficient scores in reading from 94% to 88% in 2007 and 2008 respectively, 2009 showed an increase to 93% and 2010 was back to 94%. We believe this is due to a focus on reading in all that we do at Arena Elementary School. We have worked with students and families to show the importance of reading through multiple formats starting from the time students enter our door in Kindergarten.

In mathematics, students have shown fairly consistent scores on the WKCE over the last five years. In grade 3 in 2006, 100% of the students scored in the advanced/proficient range and did so again in 2010. This achievement is notable after a brief dip from 2007-2009. Students in grade 4 have scored from 93% to 100% advanced/proficient in the last five years and students in grade 5 have scored from 88% advanced/proficient to 100%. This includes a gain from 88% to 92% between 2009 and 2010.

Although Arena Elementary does not have the required number of students to form a sub group of students in special education, the progress in closing the achievement gap has begun and clearly evident with gains shown in both reading and mathematics over the last few years.

The Wisconsin Knowledge and Concepts Exam is not the only assessment tool that is used at Arena Elementary. Each year the results from the STAR reading, STAR early literacy, and Accelerated Reader tests are used to guide instructional practice and decision making. By providing access to several assessments teachers can design lessons that include differentiated instruction and flexible grouping that will allow them to maximize our students' learning experience.

More information on the Wisconsin Knowledge and Concepts Exam can be found at <http://dpi.wi.gov/oea/wkce.html>.

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 review the test data through item analysis as a district. We review student responses to various test questions to determine which questions resulted in multiple errors. We then work to address ways to improve instruction to better meet the needs of students based on these results.

The second level of instructional decision-making is based on analysis of the results from our STAR early literacy, STAR reading testing, and Accelerated Reading assessments. Our students in grades 1-5 are tested four times per school year and our Kindergarten students are tested three times a year. 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 the STAR results from September, we are able to identify deficits for individual students that require remediation and differentiation through various means including small groups, one-on-one assistance, and/or Title I interventions. The Accelerated Reading assessment assists us on a regular basis by providing us with results in regard to comprehension of books that students are reading for pleasure.

The third 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.

We devote time and opportunities in a plethora of ways to discuss and utilize assessment data. These include, but are not limited to:

- end of year staff meetings to discuss growth from the school year
- discussion of reading needs for individual students and groups
- regular lunch meetings/discussions
- common goals and focus on goals at meetings
- Professional Learning Communities book group and regular discussions

We utilize regular reporting periods as opportunities to meet with parents and students in regard to student achievement. Multiple pieces of data are shared including assessment results, work samples, rubrics, and completed projects. In addition to these regular reporting periods, one-on-one conferences are held with parents at times when questions about students' progress arise. A district-wide Building Intervention Team assists with providing further background data for parents to ensure that each student's needs are being met.

Finally, parents are regularly invited to be a part of the school day including volunteering, attending community assemblies and field trips, sharing their reading skills and interests, and assisting in carrying out day-to-day components of the curriculum.

3. Sharing Lessons Learned:

With great pride and humility, Arena Elementary School shares information regularly in myriad ways. In the River Valley School District, teachers from Arena are asked to share methods, work samples, and results with grade-level colleagues across the district. Arena Elementary staff members have also shared their techniques with masters-level education students from a local university on multiple occasions. It has been reported back to us that these sharing times with teacher education students have been ranked as the most successful times of information sharing during the students' semester.

We have taken part in summer course offerings where curriculum is developed and content is learned by our staff. The work that has been produced from these courses has been shared with our colleagues in the district and through our state CESA (Cooperative Educational Service Agency). We have shared our learning and professional expertise with local community members through grant-writing and workshops as well.

Pre-service teachers have had the opportunity to student teach at Arena Elementary and consistently rank our school with top marks for teaching content and showing compassion for students and families. Our staff members also readily mentor new staff members in the River Valley School District and serve on local and state committees whenever asked.

Our philosophy at Arena Elementary is that we learn just as much as those with whom we are sharing. Therefore, sharing these 'lessons learned' is a symbiotic relationship that we treasure.

4. Engaging Families and Communities:

Arena Elementary is a family and community oriented school. The staff firmly believes that integrating our school families and members the community in the life of the school is one way to assure that students will be successful. At the beginning of the year, all are welcome to our Open House. This Open House showcases our school and the curriculum we will be presenting to the students in the upcoming year.

During the school year, we have many opportunities for parents and/or the community to be involved in school. We have an extensive volunteer program where parents and/or community members may come in and work with students in all grade levels. This includes, but is not limited to, reading with individual students, practicing math facts, sharing expertise on a subject, accompanying students on field trips. Our volunteers also include high school students who work with students as part of their mentoring requirements. These volunteers perform a vital service to the students by extending the learning in the classroom.

During the summer, we open our school library once a week for students and parents to check out books, read with staff members, and take Accelerated Reading tests. Our staff volunteers their time to open the library each week as we know that reading over the summer months is another way to insure success in the school year.

We have developed a summer enrichment program that enables students to take classes not normally offered during the school year. These classes help the students stay connected to the school and the staff while working on projects that they are interested in and have a connection to. Staff members choose classes they would like to teach and work with students that may not be a part of their current class.

Family Nights have become an integral part of our school year. These Family Nights have had different focuses over the years but always involve the students in a positive way. As part of a reading focus, one Family Night featured a singer/songwriter that entertained our families with songs that were written by the students themselves. Other Nights have been just for entertainment and a way to bring the community together.

We began a school garden in the spring of 2010 and have enlisted the help of many community members as we established and are now growing that garden. Community/family members have helped with many aspects of the garden including digging the space, bringing in mulch, planting, weeding, and helping with the harvest. The students work alongside these people to learn about gardening, the importance of growing healthy food to eat, and how to become good stewards of the earth.

The success of our school is directly related to the involvement of our parents and the Arena community and we thank them for the support they have given us over the years.

1. Curriculum:

All of the Wisconsin Model Academic Standards as well as the Common Core State Standards in Math and English/Language Arts are met by the curriculum being utilized at Arena Elementary School.

In reading/language arts, a balanced literacy model is utilized in all grade levels. Balanced literacy is a model that strikes a balance between both whole language and phonics. The strongest elements of each are incorporated into the literacy program at Arena that aims to guide students toward proficient and lifelong reading.

We believe that math needs to be taught conceptually, beginning with the concrete at all grade levels and that mathematical understanding is deepened when students learn the concepts in the context of problem solving. A wide variety of manipulatives are available to enable students to make sense of math concepts. Opportunities to explore and discuss mathematical thinking are an integral part of instruction throughout the grades. After students have developed conceptual understanding about numbers and operations, procedures are introduced. This means that numerical relationships are developed before we ask students to learn computational algorithms or basic facts. We want our students to be numerically powerful. We want them to be able to develop meaning for numbers and operations, look for relationships among numbers and operations, understand computational strategies, use them appropriately and efficiently, and make sense of numerical situations. We also want our students to develop grade-appropriate conceptual understanding of core ideas in all the strands of mathematics.

At Arena Elementary School, we follow the Wisconsin Model Academic Standards for science by utilizing an inquiry-based program that encourages and models the skills of scientific inquiry. Inquiry is an approach to teaching that involves a process of exploring the natural world that leads to asking questions and making discoveries in the search of new understandings.

In social studies, we focus on a balance of content instruction and reading strategy instruction. There are some lessons in which we want children to learn deeply about historical events and really delve into the material through projects and meaningful activities. We use social studies-related texts to teach non-fiction reading strategies during our reading block, have students research historical figures when teaching them about biographies, and use a spiraling curriculum to teach to the Wisconsin Model Academic Standards for social studies.

We believe that physical education for elementary aged children should not consist of highly specific skill practice and competitive games; that is, it should be a real physical education for children rather than a watered-down version of varsity sports. Therefore, we focus on cooperative games, helping students see the benefit of life-long physical activity and nutrition, and teaching basic skills that are developmental in nature. Additionally, we work with the community to provide nutrition education classes; health, vision, and hearing screenings; weight analysis; and fluoride varnish applications for students' teeth.

We also offer unique curricula at Arena Elementary School including special 'community days' for our students in grades kindergarten, first, and second. These days are theme-based and involve an entire project-based approach to learning. All students in grades K-5 take part in a school-developed garden curriculum that focuses on the development and growth of our school garden. Students are involved in book clubs and author studies throughout the school day and into the summer as well.

2. Reading/English:

A balanced literacy approach is utilized at all grade levels and incorporates multiple reading strategies to assist students in becoming proficient readers. It provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students. The Arena Elementary School Balanced Literacy Program includes:

- Modeled reading (reading aloud) and modeled writing
- Shared reading and shared writing
- Guided reading and guided writing
- Independent reading and independent writing

By reading both fiction and nonfiction texts, students build upon their background knowledge, develop vocabulary, and improve their understanding of text features and comprehension strategies in a way they couldn't with fiction alone. Young readers are drawn into the text using compelling stories and text features. This carefully balanced mix of genres and text styles works with teacher-created lesson plans for very effective guided reading instruction.

Additionally, we utilize the Accelerated Reader program to make essential reading practice more effective for every student. Accelerated Reader assists students by:

- Personalizing reading practice to each student's current level.
- Managing all reading activities including read to, read with, and read independently.
- Assessing students' reading.
- Building a lifelong love of reading and learning.

At Arena Elementary School we have addressed the variety of reading needs for students (for those both above and below grade level) by:

1. Realigning resources to provide training, materials, and support in the area of Balanced Literacy.
2. Utilizing an intervention model in grades K-3, rather than remediation commencing in the fourth grade.
3. Providing clear and purposeful evaluation of programs and materials on the basis of whether they work.
4. Maintaining high expectations for all children, including those from low socioeconomic backgrounds.

3. Mathematics:

At Arena Elementary School, we utilize the University of Chicago's School Mathematics project, Everyday Mathematics, which is a research-based and field tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power.

The Everyday Mathematics curriculum emphasizes:

- Use of concrete, real-life examples that are meaningful as an introduction to key mathematical concepts.
- Repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory.
- Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- Use of multiple methods and problem solving strategies to foster true proficiency and to accommodate different learning styles.

The mathematics curriculum features several pedagogical principles. These principles include emphasizing appropriate use of technology, teaching real-life problem solving, and improving the home/school partnership.

We believe in making math relevant to students' life and we use many different methods to accomplish this. Math is incorporated into Morning Meeting time and students are able to use what they have learned in math class as they count, graph, estimate, do calendar and weather activities, and tell time.

Story problems are personalized and children are able to take ownership of the problems as they learn how to solve them. Games are an important part of the Everyday Math program and students from Kindergarten through 5th Grade are taught games that will enhance their learning of math concepts and challenge their thinking. Fantasy Football is utilized in the 4th and 5th Grade as it furthers the students understanding of math concepts through the use of statistics, estimating, calculating scores, and line/bar graphs.

The home/school connection is an integral part of our math program. Parents are encouraged to help their children with math homework through the Homelinks program. The Homelinks review what the student has learned each day and provides problems for them to solve. Parents are sent a letter at the beginning of each unit that explains what the students will be learning and how to help them with the work that is brought home. We feel this connection to home is essential in building lifelong math learners.

Assessment is done at the completion of each unit and students are identified that need more individualized help on specific math concepts. These students are provided extra help and skill practice to strengthen weak areas.

In order to accommodate learners that are above or below grade level in math we have utilized the following methods:

- Providing mentors for additional practice in problem areas
- Using online resources such as xtramath.org and the Khan Academy
- Using the SMART Board for math games and practice
- Encouraging students to think positively about math and the role it plays in their lives

4. Additional Curriculum Area:

At Arena Elementary, we believe that the integration of Reading and Math into other curriculum areas is an important way to teach critical thinking and reasoning skills to students. We view the study of the sciences as an effective avenue for teaching these essential life skills. Science is an effective springboard for teaching students how to think independently about the world in which they live.

Comprehension strategies learned in Reading can be used to find information, look for main ideas and synthesize information in science materials. Connecting literature they have read to the science they are learning helps the students develop critical reading and questioning skills. Math skills are also practiced and strengthened through activities such as finding measurements and asking and answering questions based on information in graphs and charts. These skills are useful as students connect the science to the world around them.

We believe it is essential for students in the 21st century to learn the importance of stewardship of the Earth in which they live. We do this in a variety of ways in each grade and also through whole school projects. Our school garden project takes the essential skills and knowledge they have learned in reading, math, and science and extends them to the out of doors. Using the garden, we can teach the students about life cycles, plant identification, healthy eating, and how to care for the earth. As students learn from the

garden, they take this knowledge back into the classroom to write, illustrate, and share with others. This connection from the classroom to the real world is essential for students to become well-rounded adults.

Many of our school field trips are science related and the students take information they have learned in the classroom and are able to connect it to something concrete in their world. These field trips include visits to state parks to study ecosystems, the construction, and monitoring of bluebird houses, prairie restoration and the pulling of invasive plants, visits to the National Crane Foundation, and many other educational experiences.

Teachers use hands-on lab activities and demonstrations to actively involve students in the learning process. Technology is used to further reinforce the instructional concepts taught. The SMART Board is used to access information on the web that can be shown to all the students. This links the learning in the textbooks and literature to what can be learned from others.

5. Instructional Methods:

Teachers at Arena Elementary School provide multiple learning opportunities which help students take in information and make sense of concepts and skills. Additionally, students are provided with appropriate levels of challenge, including those who are advanced, those who struggle, and those working right at grade level.

We identify the levels at which individual students are working in all subject areas then utilize a variety of assessment data including test scores and other pertinent information to assist us in providing appropriate learning plans for students. We administer a learning style inventory to determine how our students best learn and on a regular basis, we ask students to identify topics that interest them and activities that occupy their non-school time.

At Arena Elementary School we focus on students' learning preferences, abilities, styles, and interests. We work to build students' comfort levels and encourage both academic and personal growth. We focus on improving our classroom environments so that they

- Promote acceptance of differences in students.
- Affirm the learning strengths of all students.
- Acknowledge the differing learning rates and styles of students.
- Recognize that in order for work to be fair for all students, it will sometimes be different for some students.
- Accept that success means different things to different people.
- Promote personal responsibility for classroom learning.
- Build feelings of self-confidence and confidence in learning.
- Value effort.
- Support and celebrate student success.
- Nurture students' creative spirits.
- Honor the work of all students.

6. Professional Development:

We believe that great teachers help create great students. We have reviewed research that shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so training and supporting both new and experienced educators has been a critical focus area at Arena Elementary School.

Our staff has ongoing and regular opportunities to learn from each other. Ongoing professional development keeps our staff up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources. We utilize a staff development model that is developed by the staff after reviewing student achievement data, focusing on needs in our school, and interests in areas of growth for the staff. Our staff development practices are ongoing, experiential, and collaborative.

Our staff development model focuses on critical thinking for students and how we will move students forward academically. While we proactively plan our professional growth for the year based on best practices, we also review student achievement data on local, state, and national assessments to determine our next steps. Utilizing the Wisconsin Model Academic Standards and the Common Core State Standards, we set a model for long-term, sustained professional growth and review our practices monthly.

7. School Leadership:

Leadership at Arena Elementary can best be described as a shared partnership between the principal, the Administrative Building Coordinator (ABC), and the staff. Due to the size of our school and the configuration of the elementary schools in our district, we have only been allocated a part-time position for our principal. However, even though she is only part-time, our principal provides us with excellent leadership skills and strong administrative support and has been instrumental in initiating new, innovative programs within our school. These programs include Morning Meeting, a K-5 Guided Reading, The Daily 5, Community Day in the K-1 classrooms, multi-age classrooms, Sitton Spelling, and Professional Learning Communities. She encourages and works with the staff as we provide meaningful curriculum instruction to the students.

As a small school with one teacher per grade, Arena Elementary has a spirit of cooperation between the staff members. The ABC is responsible for the day to day operation of the building, but it is very much a cooperative venture between all staff. We communicate well with each other, share ideas, take on responsibilities within the building, and have high expectations for all students. This sense of community is passed on to the students as they understand that we all share in their education. We have a monthly all school assembly where we celebrate student successes and learn from each other.

This cooperation and collaboration between the staff is recognized by parents and community members as they visit and work within the school.

During monthly meetings, we set goals, solve problems, develop ideas, plan events for the school, and come to an agreement as how to best move forward. As we plan, our foremost thought is “what is best for kids.” This thought drives our decisions and is the foundation of what we are about at Arena Elementary.

The principal promotes leadership by being approachable and visible at Arena Elementary. Students, staff, and parents feel comfortable speaking with her and she is willing and able to take on, and solve, problems large and small. She trusts the staff to make decisions that are in the best interest of the students and that enables us to discover better ways to meet the educational needs of our students. She is a positive advocate for change in our building if it promotes student learning, makes for a safe environment for the students, and/or moves our school forward to meet the skills needed in the 21st century.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11 Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Oct	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	100	88	92	93	100
Advanced	67	53	31	47	50
Number of students tested	12	15	13	17	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	8	3	9	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2		3	2
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	100	88	100	80	100
Advanced	83	47	38	60	67
Number of students tested	18	17	13	15	12
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 and Advanced					
Advanced					
Number of students tested	3	9	3	8	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2		3	2
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	94	93	100	94	93
Advanced	47	29	56	50	64
Number of students tested	17	14	16	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 and Advanced					
Advanced					
Number of students tested	9	7	8	6	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		4	3	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	94	93	88	94	93
Advanced	47	43	50	56	50
Number of students tested	17	14	16	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 and Advanced					
Advanced					
Number of students tested	9	7	8	6	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		4	3	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	92	88	94	100	91
Advanced	69	56	53	71	64
Number of students tested	13	16	17	14	11
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 and Advanced					
Advanced					
Number of students tested	5	6	5	4	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	2	1	3
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Oct	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	100	81	100	93	100
Advanced	46	50	41	57	55
Number of students tested	13	16	17	14	11
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 and Advanced					
Advanced					
Number of students tested	5	6	5	4	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	2	1	3
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
There are no subgroups that are not already included above.					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	95	89	95	95	95
Advanced	59	46	47	55	58
Number of students tested	42	45	46	47	43
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	94	90	93	94	89
Advanced	59	40	31	49	49
Number of students tested	17	21	16	19	10
2. African American Students					
Proficient					
Advanced					
Number of students tested	0	0	1	1	0
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	0	2	1	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested	4	6	6	7	6
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	0	1	1	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	97	87	95	89	97
Advanced	60	46	43	57	57
Number of students tested	48	47	46	45	37
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	94	81	94	89	100
Advanced	41	40	19	61	60
Number of students tested	17	22	16	18	10
2. African American Students					
Proficient	0	0		0	0
Advanced	0	0		0	0
Number of students tested	0	0	1	1	0
3. Hispanic or Latino Students					
Proficient	0			0	0
Advanced	0			0	0
Number of students tested	0	2	1	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested	4	6	6	7	6
5. English Language Learner Students					
Proficient	0			0	0
Advanced	0			0	0
Number of students tested	0	1	1	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12W14