

PART I - ELIGIBILITY CERTIFICATION

12W15

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

12W15

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 11181

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 10
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	0	0	0		6	0	0	0
K	40	45	85		7	0	0	0
1	48	45	93		8	0	0	0
2	41	51	92		9	0	0	0
3	49	43	92		10	0	0	0
4	50	31	81		11	0	0	0
5	41	40	81		12	0	0	0
Total in Applying School:								524

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
2 % 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: 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, 2010 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2010	524
(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 of English Language Learners in the school: 9%
 Total number of ELL students in the school: 46
 Number of non-English languages represented: 16
 Specify non-English languages:

Albanian, Arabic, Chinese: Mandarin, Chinese: Other, Chinese: Yue, Cantonese, Farsi, German, Hindi, Hmong, Korean, Persian, South Asian: Other, Spanish, Swahili, Tamil, Telugu, Turkish

9. Percent of students eligible for free/reduced-priced meals: 11%
 Total number of students who qualify: 57

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: 9%
 Total number of students served: 48

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>3</u>
Total number	<u>40</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show 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	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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?

PART III - SUMMARY

12WI5

Sunset Ridge Elementary School is a suburban public school located in south central Wisconsin west of Madison. It is one of six elementary schools in the Middleton-Cross Plains Area School District. Sunset Ridge is a kindergarten through grade 5 school that includes a cross categorical special education program, English as Second Language/Bilingual program, and reading and math intervention programs. Current enrollment is 540 students.

Student demographics at Sunset Ridge have changed significantly over the past five years. The percent of students receiving free and reduced price lunch has increased from 5% in 2006-07 to 11% in 2011-12. Similarly, students of color have increased from 9% to 19% over the same five year period. In 2012, the percent of English Language Learners is 11%, an increase from 3% five years ago. The staff and school community have celebrated our increased diversity and responded in a dedicated and professional manner through all of these changes to our student population. Teachers at Sunset Ridge are diligent and recognize the need for differentiated support and instruction based upon individual needs.

The Sunset Ridge mission is to educate all students to be respectful, contributing members of a global society by empowering them to learn, achieve, and excel. The mission and beliefs drive instruction and culture. The school community, including staff members, parents, and the Parent Teacher Association (PTA), provided input and feedback in its development. Due to staff and community commitment to this mission, students celebrate continued success. The following beliefs support this mission.

Beliefs:

We Learn and Grow.

- Students are valued, unique individuals who can learn, achieve, and excel.
- Students are provided with a variety of instructional opportunities to support critical thinking, problem solving, creativity, and innovation.
- Students are ensured a supportive, meaningful, and challenging learning environment.

We Live Respectfully.

- Our school community is respectful, accepting and welcoming of all.
- Our school community fosters respectful communication and collaboration.
- Our school is a safe and nurturing learning environment.

We Prepare for the Future.

- 21st century life skills will be deliberately and strategically taught. Life skills include: leadership, personal & social responsibility, accountability, adaptability, self-direction, flexibility, and people skills.
- 21st century content will be embedded into the core subject areas. Embedded content includes: technology, global awareness, and health and wellness.

Student achievement and success are the highest priorities for all staff at Sunset Ridge. With that as the focus, we develop and implement many activities to ensure that our students reach their fullest potential. We maintain a collaborative working environment where all staff members are encouraged and supported by peers and administrators to be risk takers and school leaders. Our Building Consultation Team develops and implements a Response to Intervention model that serves our students well and is a model for the entire district. The reading and math intervention programs at Sunset Ridge are very successful, specific to student needs, and systematically assess student growth. Likewise, student achievement is monitored for all students on a continual basis in the areas of math, reading and writing. Individualized instruction is planned for all students in these curriculum areas.

Staff members strongly believe in establishing a positive rapport with all students and their families. Parents are very supportive of their children and the school. Students come to school with a positive attitude and ready to learn. These factors create a triangle of success for all students.

Staff members, parents, and the PTA work collaboratively to support instruction and accomplishments in the school. The PTA is very strong, organized and supportive of the school. Parents routinely volunteer in classrooms and throughout the school. The PTA financially supports school assemblies and pays for all field trips. Additionally, the PTA provides significant funding to the Sunset Ridge technology initiative. Through district, school and PTA funding, SMART Boards are in all instructional areas in the school. PTA funding also supports classroom computers, two laptop cart systems and supplementary technology equipment for student use and classroom instruction.

The school community has many traditions that make it a hub for families in the area. The PTA hosts many activities throughout the school year including a Family Fall Fest, Thanksgiving Luncheon, Winter Tea, School Carnival, Spaghetti Dinner/Science Fair, and an end of year Family Picnic. School traditions also include a yearly theme, monthly character assemblies, grade level and school wide theme shirts, yearly book fairs, Literacy Week celebrations, and community service projects.

Sunset Ridge Elementary School is truly a positive learning community dedicated and committed to the social, emotional and educational success of all students.

1. Assessment Results:

Sunset Ridge Elementary School uses the Wisconsin Knowledge and Concepts Examination (WKCE) as its means of standardized assessment. The areas of reading and mathematics are tested in third, fourth and fifth grades. Students in fourth grade are also tested in the areas of language arts, science, social studies, and submit an extended writing sample. Students receive a scale score for each subject tested and a rubric score for the writing sample. Each subject has proficiency levels that correspond to the scale score that the student receives for the test. There are four proficiency categories for each of the subject examinations: Advanced, Proficient, Basic and Minimal. Students who perform in the Proficient and Advanced categories demonstrate acceptable performance in meeting state standards. To ensure that student's meet district and school goals, Sunset Ridge staff conducts further analysis of student performance on state and district assessments. Staff uses WKCE data to conduct an item analysis of test questions targeting basic and minimal skills.

Analysis of the data from the Wisconsin Knowledge and Concepts Examination over the last five years indicates overall positive growth in student achievement. In both the areas of reading and mathematics, student achievement has increased from 92% to 98% of students scoring Proficient or Advanced from 2006 to 2011.

Data from the most recent year, in addition to previous years, indicates there is an achievement gap at Sunset Ridge Elementary. While overall school achievement shows 98% of students performing at Advanced or Proficient levels for both reading and mathematics, further analysis of individual demographic groups indicates an achievement gap in the percent of students that are proficient or advanced in each of the subject areas for some subgroups in some grades.

Staff members monitor the overall achievement of students within a given year and ensure that students continue to demonstrate growth from one year to the next. While many students achieve at the Proficient and Advanced level, Sunset Ridge continues to use the data to further maximize student growth. This is accomplished by utilizing informal assessments in the areas of reading and mathematics. Individual growth is assessed three times per year and interventions are delivered in a team approach, which includes classroom teacher, English Language Learner (ELL)/Bilingual teacher, Math Intervention Specialist, Reading Intervention Specialist, and Special Education. At Sunset Ridge, incorporating standardized and informal assessments allows students to show growth and achievement.

2. Using Assessment Results:

Each year the School Improvement Team establishes specific and school-wide goals to improve academic achievement of students of all subgroups. These goals are implemented at the universal, Tier 2 and Tier 3 levels of instruction. The achievement of students of all subgroups scoring minimal and basic is monitored to determine if interventions are working or whether additional or different interventions need to occur.

Classroom teachers are the first source in the intervention process. As common assessments are conducted and evaluated, instruction is designed to meet the needs of all students. Goals and action plans are developed for individual students to maximize growth in reading and math. For example, classroom teachers document ongoing interventions in order to reflect on and determine future instruction. Documentation is placed in student files and the district Data Dashboard system. This provides accountability, progress monitoring and communication between specialists and classroom teachers.

Teachers at Sunset Ridge differentiate their instruction in both reading and math. Students are flexibly grouped according to skills and change as they successfully meet their objectives. In math, teachers pre-

teach and re-teach skills to groups of students to determine areas of focus. In reading, teachers use a balanced literacy approach and guided reading groups to deliver specific instruction.

The focus has shifted to looking at students individually, tailoring instruction to ensure Adequate Yearly Progress for all. Three times a year, following the district-wide common assessment window, grade level assessment meetings are held to develop a framework to guide instruction. Staff members look at each individual student and which skills are needed in order to advance. The daily resource block, a designated intervention and enrichment time, provides an opportunity for students to work on their areas of focus. This time allows for classroom teachers, in addition to special education teachers, Reading Specialist and Math Intervention Specialist, English Language Learner (ELL)/Bilingual teachers and the Gifted and Talented teacher, to work with individuals and small groups on skills needed for continued growth and achievement. Student interventions are documented and progress is closely monitored through ongoing assessments and daily observations.

At Sunset Ridge, a Reading Specialist, a Math Intervention Specialist, ELL/Bilingual teachers and special education teachers provide essential Tier 2 and Tier 3 interventions to students identified as achieving Minimal and Basic in standardized assessments. These staff members also provide instructional support and professional coaching and training opportunities which are specific to current student intervention needs. Certified teachers and para-educators have been hired to address increasing enrollments of English Language Learners.

3. Sharing Lessons Learned:

Sharing established instructional practices, as well as learning from other educators and educational experts at the district, state, and national level are hallmarks of Sunset Ridge.

Staff members have shared and presented innovative literacy and math instructional practices at the district, regional and state level. Sunset Ridge teachers presented at the Wisconsin State Reading Association convention on the topic of Daily Five reading strategies. The school hosted site visits allowing teachers and administrators from around the state to observe implementation of Daily Five, balanced literacy and resource block. District and regional school administrators have observed and implemented the Sunset Ridge student literacy assessment meeting model. The Math Intervention Specialist works with other math specialists throughout the district. The specialist shares expertise of math tools, holds “make and take” sessions, and offers staff development on best practice of math interventions and assessments with district teachers. The principal collaborates with other schools in the district and region, sharing instructional models, and presenting at principal association meetings.

Sharing academic and behavioral interventions is a priority. Sunset Ridge internal coaches presented at district and regional Positive Behavioral Interventions and Supports (PBIS) meetings. PBIS coaches collaborate within the district to share school successes and data collection tools each month. Teachers also share PBIS lessons and videos through the district server, allowing other schools to adapt and use the strategies.

The Sunset Ridge Building Consultation Team (BCT) developed a school-wide Response to Intervention (RtI) guide that serves as a model to schools within the district and region. BCT developed an intervention process for teachers to systematically document accommodations, modifications and interventions. The principal and staff members presented the RtI guide and resource block concept to schools and administrators in the district as well as at regional administrative meetings. The daily resource block provides time for teachers to address specific student needs through flexible groups and differentiated instruction.

Special education staff shared expertise and success in programming for students with autism. Staff members collaborated with schools through district forums and in-services. Professional development classes were taught by staff members, along with leading round table discussions, contributing to the

district wide autism newsletter and holding “make-and-take” sensory and visual sessions. Staff members presented at the State Autism Conference.

4. Engaging Families and Communities:

Engaging families and community is a strength of Sunset Ridge Elementary School. A positive home-school partnership is an integral part of any student’s success. A school and classroom open door policy welcomes and encourages all to be a part of the school community.

Sunset Ridge starts each school year with Orientation Day, allowing families and students to meet their teachers and learn about classroom routines, expectations, and grade level curriculum. Throughout the year, the school organizes reading skills training for parents and community members, Spelling and Geography Bees, a literacy week celebration and parent-teacher conference nights. A student leadership group, comprised of fourth and fifth grade students, looks beyond the school to develop a global community perspective. This group leads school-wide community service projects and school climate and spirit days.

Numerous volunteer opportunities are available to families at Sunset Ridge in the classroom, on field trips and through school-wide events. Additionally, community members are invited to share an area of expertise related to curriculum or serve as a reading buddy for a student in need.

The Parent Teacher Association (PTA) has a strong and positive presence in the school. It supports the school community by sponsoring enrichment programs, purchasing supplementary materials, offering financial support for classroom materials and organizing in-school activities and evening events. These activities include, but are not limited to, a Class Act Art program which provides art enrichment to classrooms through parent volunteers, Fall Family Fun Night, Thanksgiving Lunch, Winter Tea and Art Show, Winter Carnival, Spaghetti Dinner, Family Movie Night, Scholastic Book Fair, Breakfast Bonanza and Hot Dog Picnic.

These collective efforts give teachers, students, and community members an opportunity to build a triangle of success: students come ready to learn, parents are supportive in and outside of the classroom, and teachers continue to learn and excel.

1. Curriculum:

At Sunset Ridge Elementary School, written curriculum in every area aligns with content and assessment standards. The curriculum is designed with clarity about desired learning, and is based on evidence of real learning for understanding and transfer. The curriculum is rigorous, balanced and aligned with a sharp focus on learning priorities. The focus is on big ideas and core tasks of transfer that frame the curriculum. Classroom assessments that are central to the curriculum design are used to check for understanding and transfer. Data is used to improve teaching and learning.

Teacher teams work collaboratively to write curriculum in an Understanding by Design (UbD) format with goals that ensure understanding and transfer of knowledge and skills for each content area. The important determination of what students should know and be able to do as a result of their education is a collective, rather than an individual decision. The curriculum helps teachers, students and parents clarify the specific knowledge, skills and understanding that students will have as a result of their schooling. The results-oriented curriculum streamlines content which enables all parties to focus on essential and significant learning, understanding and transfer.

The curriculum has been carefully sequenced, articulated and designed. Curriculum monitoring ensures fidelity of implementation and consistency within Sunset Ridge Elementary School and across the district. The curriculum process identifies common evaluative criteria and assessments that enable an individual teacher, a teaching team and other school personnel to monitor student achievement at the classroom level.

Sunset Ridge teachers implement a balanced literacy approach to reading and writing. Read alouds, shared reading, guided reading and independent reading scaffold readers, while modeled writing, guided writing, shared writing, interactive writing and independent writing gradually release students in the writing process. Teachers use a workshop model to scaffold the development of independent readers and writers. The goal is to provide a comprehensive learning experience for all students.

At Sunset Ridge children's experiences shape their attitude toward mathematics. The *Everyday Mathematics* curriculum is engaging, encouraging and designed to build children's understanding over time. This program respects children's intuitive understanding of mathematics and helps them develop the range of sophisticated mathematical knowledge and skills necessary for success in an information and technology oriented world.

Science at Sunset Ridge is taught using the Full Option Science System (FOSS) curriculum which develops students' ability to do and understand scientific inquiry. Sunset Ridge implements an interactive, technology based social studies curriculum that centers on the promotion of civic competence and participating in a global society. Science and social studies are integrated into other content areas as well.

The specials teachers in the areas of physical education/health, music, art, library/media instruction and technology all bring very unique curriculums to the classroom. Each area is similar in that the school's mission and goals are embedded in instruction. All specials teachers integrate math, reading and writing activities into their curriculums. Each teacher encourages the students to utilize the skills of critical thinking, problem solving, leadership and personal and social responsibility. Students in music learn to value, appreciate, read and compose music. In physical education students learn about lifetime nutritional choices and how to keep their bodies and minds in shape through a variety of activities involving leadership skills, critical thinking and working together in small groups. Students constantly use critical thinking, and creativity to express their own ideas and feelings in art. Technology education includes instruction and reinforcement of necessary 21st century skills.

2. Reading/English:

The reading component of the balanced literacy framework includes read aloud, shared reading, guided reading and independent reading. During the 90 minute literacy block, students participate in large group, small group and independent reading experiences.

Assessment drives our literacy instruction. In addition to daily observations, teachers conduct formal assessments in a one-on-one setting three scheduled times throughout the school year. Information gathered provides a comprehensive overview of each student, including individual strengths and areas for growth. Assessments administered include a running record (evaluating and scoring accuracy, fluency, and comprehension) and spelling inventory. In primary grades, letter and sound identification, phonemic awareness, sight word recognition, and sentence dictation are administered as well. After administering these assessments, results are reviewed as a team at grade level assessment meetings.

An important part of the balanced literacy approach includes whole group instruction. Foundational reading skills are modeled through daily read alouds, think alouds and shared reading. These skills include fluency, comprehension, decoding and vocabulary. Teachers are provided a collection of books to choose from that focus on the comprehension strategies of inferring, visualizing, asking questions, synthesizing, determining importance and making connections. In addition, the Harvey and Goudvis Comprehension Toolkit offers a framework for whole group modeling, discussion and guided practice of comprehension strategies in both fiction and nonfiction texts.

Flexible, small group instruction allows for differentiation by targeting the specific needs of each student. Flexible grouping means that groups change over time based on teacher observation and assessment data. Group size is dependent on the purpose for instruction, the students' level of independence and group composition. The framework for a guided reading lesson includes a book introduction by the teacher, independent reading of the text and group discussion and skill work. Students learn targeted skills by reading authentic texts provided by Sunset Ridge's book room, which contains 1600 sets of fiction and nonfiction texts at 35 levels ranging from Kindergarten to Middle School reading level. This collection continues to grow based on students' interests, needs and curriculum connections.

During independent reading, students practice the strategies and skills that have been taught during read alouds, shared reading and guided reading experiences. By providing direction and support, the teacher helps each student learn to independently select "just right" books from the extensive classroom library with the goal of building reading stamina and enjoyment. Through actively conferring with students, the teacher is able to provide individualized instruction.

3. Mathematics:

Sunset Ridge utilizes Everyday Mathematics which is a problem solving approach based on everyday situations. This spiraled curriculum presents key mathematical ideas that are repeated over time in slightly different ways. Everyday Mathematics aligns with the common core standards. Everyday Math offers online support at home, which offers parents and students the opportunity to do games, receive lesson support and provide additional skill practice. Staff members also use their classroom SMART Board to further engage students in learning experiences using lessons, activities and the interactive website component for Everyday Math.

In addition to the Everyday Math curriculum, our primary grades focus on early numeracy skills. The Add+Vantage Math Recovery Program is designed to provide teachers with efficient and effective assessment tools to recognize student understanding of number concepts and to support data-driven instruction. The focus of the program is informed assessment to guide individual instruction for students. Staff have been professionally trained and materials and collaboration time have been provided to ensure the success of this component of our curriculum.

Throughout the daily math block and 30 minute resource block, classroom teachers and support teachers including math, English Language Learner teachers, Gifted and Talented teacher, and special education teachers collaborate to meet individual student needs in all grade levels. We focus on the following:

- Curriculum modification to create flexible grouping based on skills needed
- Re-teaching and reinforcing core skills
- Providing enrichment opportunities
- Math intervention specialist provides additional support to students with identified needs
- Parent volunteers are utilized during math and resource blocks to reinforce skills
- Accelerated Math is offered to those that qualify for grade level advancement
- Use multiple assessments to inform instruction

Sunset Ridge students are challenged with a rigorous math curriculum that prepares them for higher level education. Students who are not meeting the standards or who are having difficulty with concepts are provided with interventions to build the necessary skills. The same criteria also determine which of our proficient students are provided with challenges and enrichment through the classroom and/or Gifted and Talented program. Through these efforts students' needs are met.

4. Additional Curriculum Area:

At Sunset Ridge, writing is a focus both in individual classrooms and throughout the school community and prepares our students with essential 21st Century skills. After evaluating Wisconsin Knowledge and Concepts Examination data, reviewing current research and staff surveys, the School Improvement Team created an action plan to improve writing instruction and increase time spent writing daily.

In the classroom setting, the focus of writer's workshop is to model the process and craft of writing. It is how to write, not what to write. The use of mentor text, literature, modeled writing, mini lessons and the process of inquiry all guide students through the study of writing. Students show their understanding through written responses, which are integrated throughout all curriculum areas. Authentic opportunities for writing have been provided, such as a school wide post-office where students write and "mail" letters to teachers and students throughout the school. Additionally, Novel Ideas, a professional acting group, is invited to act out student writing at an assembly. This not only gives an exciting purpose for writing, but helps build school community.

Annual writing assessments are conducted based on specific writing traits using a common rubric. Assessments are then scored by teams made up of grade level teachers, specialists and support staff. In addition to formal and informal assessments, year-long writing plans are developed by grade level teams to drive instruction.

One school improvement goal and related action plan is to improve writing instruction. This is achieved through several means. An extensive Literacy Resource Room is utilized to enhance instruction and includes professional resources, a 6+1 Traits picture book library and a writer's craft picture book collection. Staff members participated in professional book studies of authors including Ralph Fletcher, Katie Wood Ray, Lori Oczkus and Jeff Anderson. Additional collaboration sessions have resulted in the knowledge of current research and implementation of best practice.

The mission of Sunset Ridge is to empower our students to be contributing members of a global society. A Touchstone Text initiative connects all students at Sunset Ridge through sharing an understanding of common texts with a global theme. It provides an additional opportunity for students to learn and practice writing. These common texts inspire thinking and discussion about culture, people, and places that are different and are used as a model and springboard for student writing.

5. Instructional Methods:

The belief at Sunset Ridge is all students will meet or exceed the common core standards. We accomplish this by differentiating instruction in the classroom, through the use of flexible grouping and individual, small and large group instruction. In literacy, programs such as CAFÉ, Daily 5, Guided Reading, Writer's Workshop, and Words Their Way, support the individualized instruction of each student. Sunset Ridge has an extensive book room, including leveled books from all genres, mentor text for teaching author studies, 6+1 Traits of Writing and comprehension strategy mentor texts. The collection is continually being updated to provide teachers with the resources and materials to differentiate instruction and meet the daily needs of each student in their classroom.

In math, we use the Everyday Mathematics program, which includes an interactive home and school component. This program also provides scaffolding and differentiation. Skills based on the common core standards in the program are assessed and provide teachers data to determine modifications such as remediation, enrichment and acceleration. All students are required to be proficient or advanced on common core standards in each chapter. If proficiency is not achieved, students are provided small group intensive remediation and retesting occurs to ensure learning is achieved. Accelerated math is offered for those students who qualify for grade level advancement. Differentiated enrichment opportunities are also offered for students in the classroom who exceed the common core standards in math. Classroom and Gifted and Talented (GT) teachers determine appropriate enrichment materials. Lastly, the technology component at school provides the teacher with interactive lesson pages and tools. It also provides online math games that re-teach, reinforce and enrich the daily skills. At home parents have Everyday Math web access, which includes skill based games, example problems, extra practice and extensions to the daily lessons.

Differentiation is provided by the classroom teacher and specialists in our building. Specialists who provide intervention and differentiation include a Reading Specialist, a Math Intervention Specialist, ELL/Bilingual teachers, a GT teacher and special education teachers. Resource block is a 30 minute period, which is used to pre-teach, re-teach and enrich. At this time, classroom teachers and specialists have the opportunity to provide small group instruction. The data collected from assessments allows staff members to determine areas of focus for individual intervention or enrichment to occur during resource block. These methods directly contribute to student achievement and growth at Sunset Ridge.

6. Professional Development:

Professional development is highly valued and encouraged both at Sunset Ridge and throughout the district. Educators are required to complete a minimum of seven and a half hours of professional development each year. However, most educators regularly exceed this expectation. Professional development opportunities are available for content areas and technology. These opportunities are offered at Sunset Ridge as well as at the district level. Continuing education opportunities focus on best practices that directly affect student achievement. Staff members participate in professional book studies related to our school goals. Sunset Ridge has a professional library which provides staff members with resources to best meet the needs of our students. Throughout the year, students' needs are evaluated and professional development activities are developed to support growth. Other professional growth opportunities at Sunset Ridge include collaborative release time in order for grade level teachers and department teams meet to work in partnership on assessment training and refreshers, best practice literacy training, updates to curriculum, conduct a school-wide writing sample and group scoring and school climate.

Sunset Ridge has made an exemplary commitment to integrating technology and providing training for teachers to use technology in the classroom to meet and exceed the Wisconsin technological standards. Ongoing professional development is offered for the interactive use of SMART Boards, classroom computers, digital cameras, audio and video equipment and laptops. Professional development classes teach how to integrate technology and increase student achievement in core subject areas.

As a district, the best teachers are recruited and hired. Therefore, to support and retain these professionals we have a mentor program. Each new professional is provided an experienced staff member for support during the first two years in the district. Professional growth activities for teachers new to the district include collaborative release time to discuss student achievement, district initiatives and programs, and specific training in district curriculum and instruction. In addition, both mentor and mentee work to develop a Professional Development Plan used to increase student achievement. Monthly and quarterly trainings are required and focus on best practices and current research that are aligned with the academic standards.

7. School Leadership:

Leadership is encouraged, valued and exemplified throughout the school. The principal believes in the strengths and skills that all staff members bring to the learning community. Thus, leadership from all staff members is encouraged and fostered within a collaborative professional learning community. Staff members are empowered to be leaders, to seek, learn and explore current research and educational best practices, share experiences and ideas, and serve on school and district committees. There exists a strong focus and commitment by the principal to the school mission, vision and established school goals. The principal is a leader of school committees focused on student achievement and success including the School Improvement Team (SIT), Building Consultation Team (BCT), Student Assessment Meetings, and Student Services Team. Within the school community high expectations are held for students, staff and principal. The principal is highly visible throughout the school, in the classrooms, and at school events. Likewise, the principal is visible in the community as a volunteer youth coach for multiple sports, as a member of support groups, attending school and district events, working as a school and parent volunteer, and serving on various district level committees.

Leadership teams are an essential component of the school community. The School Improvement Team, consisting of staff members from all grade levels and departments, establish and monitor school goals based upon student data and staff input. The leadership of SIT members amongst their colleagues is greatly valued and respected. The Building Consultation Team serves as instructional leaders in student intervention and remediation. The BCT consists of a Reading Specialist, a Math Intervention Specialist, special education teachers, and student services staff members. The Positive Behavioral Interventions and Supports (PBIS) team has established universal expectations, instruction, interventions and support for students throughout the school. Focus groups and committees are routinely formed to review, research and develop action plans to address building and instructional concerns.

Additionally, teachers throughout the school are leaders in our professional learning community. Each staff member brings a skill set to the school which enhances the success for all students. Staff members from Sunset Ridge have shared their knowledge and expertise through peer coaching, at meetings and building in-services, on district committees and at regional and state conferences.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2006-07 to 2010-12 Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	96	95	99	92	96
Advanced	72	71	71	68	72
Number of students tested	67	62	65	78	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested	5	4	2	2	4
2. African American Students					
Proficient					
Advanced					
Number of students tested	2	4	2	4	3
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	1	0	0	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested	8	5	3	6	4
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	6	1	2	1	2
6. Asian					
Proficient					
Advanced					
Number of students tested	6	2	2	4	4
NOTES:					

12WI5

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	97	92	100	96	93
Advanced	73	69	79	74	69
Number of students tested	67	62	65	78	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested	5	4	2	2	4
2. African American Students					
Proficient					
Advanced					
Number of students tested	2	1	2	1	3
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	1	0	0	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested	8	5	3	6	4
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	6	1	2	1	2
6. Asian					
Proficient					
Advanced					
Number of students tested	6	2	2	4	4
NOTES:					

12WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-14

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	99	100	95	94	88
70	70	66	72	72	72
Number of students tested	67	74	87	81	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	1
Percent of students alternatively assessed	1	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
70					
Number of students tested	3	3	3	4	8
2. African American Students					
Proficient					
70					
Number of students tested	1	2	1	3	2
3. Hispanic or Latino Students					
Proficient					
70					
Number of students tested	0	0	1	0	0
4. Special Education Students					
Proficient					64
70					36
Number of students tested	9	2	6	5	14
5. English Language Learner Students					
Proficient					
70					
Number of students tested	1	4	2	2	1
6. Asian					
Proficient					
70					
Number of students tested	3	4	4	3	4
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-13

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	99	97	99	96	94
Advanced	72	68	68	70	66
Number of students tested	67	74	87	81	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	2
Percent of students alternatively assessed	1	0	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested	3	3	3	4	8
2. African American Students					
Proficient					
Advanced					
Number of students tested	1	2	1	3	2
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	0	0	1	0	0
4. Special Education Students					
Proficient					64
Advanced					43
Number of students tested	9	2	6	5	14
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	1	4	2	2	1
6. Asian					
Proficient					
Advanced					
Number of students tested	3	4	4	3	4
NOTES:					

12WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-16

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	100	99	98	92	93
Advanced	86	86	86	78	74
Number of students tested	78	93	79	100	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested	6	3	4	9	4
2. African American Students					
Proficient					
Advanced					
Number of students tested	2	2	2	2	3
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	1	1	0	0	0
4. Special Education Students					
Proficient				71	
Advanced				43	
Number of students tested	3	9	2	14	9
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	5	1	2	3	0
6. Asian					
Proficient					
Advanced					
Number of students tested	4	5	3	5	6
NOTES:					

12WI5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-15

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	99	98	95	97	92
Advanced	65	67	62	68	64
Number of students tested	78	93	79	100	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	2	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested	6	3	4	9	4
2. African American Students					
Proficient					
Advanced					
Number of students tested	2	2	2	2	3
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	1	1	0	0	0
4. Special Education Students					
Proficient				79	
Advanced				43	
Number of students tested	3	9	2	14	9
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	5	1	2	3	0
6. Asian					
Proficient					
Advanced					
Number of students tested	4	5	3	5	6
NOTES:					

12WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	98	98	97	92	92
Advanced	76	75	76	73	72
Number of students tested	212	229	231	259	255
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	2	1
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	80		73	56
Advanced	35	40		40	31
Number of students tested	14	10	9	15	16
2. African American Students					
Proficient					
Advanced					
Number of students tested	5	8	5	9	8
3. Hispanic or Latino Students					
Proficient				0	0
Advanced				0	0
Number of students tested	2	1	1	0	0
4. Special Education Students					
Proficient	95	93	73	67	62
Advanced	45	50	64	36	37
Number of students tested	20	16	11	25	27
5. English Language Learner Students					
Proficient	100				
Advanced	83				
Number of students tested	12	6	6	6	3
6.					
Proficient	100	100		91	100
Advanced	92	81		83	78
Number of students tested	13	11	9	12	14
NOTES:					

12W15

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	98	96	97	96	93
Advanced	69	67	69	70	66
Number of students tested	212	229	231	259	255
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	3	2
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	86	70		73	68
Advanced	50	50		53	31
Number of students tested	14	10	9	15	16
2. African American Students					
Proficient					
Advanced					
Number of students tested	5	5	5	6	8
3. Hispanic or Latino Students					
Proficient				0	0
Advanced				0	0
Number of students tested	2	1	1	0	0
4. Special Education Students					
Proficient	90	81	73	64	55
Advanced	35	31	27	28	25
Number of students tested	20	16	11	25	27
5. English Language Learner Students					
Proficient	91				
Advanced	66				
Number of students tested	12	6	6	6	3
6.					
Proficient	92	90		100	100
Advanced	84	81		75	64
Number of students tested	13	11	9	12	14
NOTES:					

12W15