U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WI6

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Mark Olson

Official School Name: Doudna Elementary School

School Mailing Address: 1990 Bohmann Drive
Richland Center, WI 53581-2909

County: Richland State School Code Number*: 48510030
Telephone: (608) 647-8971 E-mail: olsm@richland.k12.wi.us

Fax: (608) 647-7293 Web site/URL: http://www.richland.k12.wi.us/res/doudna/douindex.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Rachel Schultz Superintendent e-mail: schr@richland.k12.wi.us

District Name: Richland District Phone: (608) 647-6106

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Paul Corcoran

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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

12WI6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 2 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 4 Total schools in district
2. District per-pupil expenditure: 13808

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 1

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	32	33	65		7	0	0	0
1	26	43	69		8	0	0	0
2	48	36	84		9	0	0	0
3	39	27	66		10	0	0	0
4	36	31	67		11	0	0	0
5	26	40	66		12	0	0	0
					Total in Applying School:			417

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
5 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
92 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	13
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2010	397
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 5%

Total number of ELL students in the school: 18

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 56%

Total number of students who qualify: 231

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: 21%

Total number of students served: 88

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

7	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
5	Emotional Disturbance	43	Speech or Language Impairment
2	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
26	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	23	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	9	1
Paraprofessionals	3	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	4
Total number	40	5

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

13. Show 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	94%	95%	95%	95%	95%
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?

PART III - SUMMARY

Doudna Elementary School is located on the southern edge of Richland Center in the beautiful driftless area of southwestern Wisconsin. The school's name reflects the value the community has always placed on public education. Edgar G. Doudna was a highly respected mid-west educator and author in the first half of the twentieth century. A lasting legacy of the time he spent in the Richland Schools was the establishment of a high school band in 1910, which celebrated its 100th anniversary in 2010. It is recognized as the oldest continuous playing high school band in the United States.

Doudna School was built in 1978 to replace a school destroyed by fire. In 1990 an addition was added that more than doubled its size to accommodate a growing student population. It now averages about 400 students. This population is Caucasian, Hispanic, African American, and Asian, some of whom are English Language Learners.

Richland Center, with a population of slightly more than 5,000, is surrounded by farmland and forested hills. The community is an industrial center for the area, much of which is based on dairy production—yogurt, cheese and butter. The area served by the Richland School District, which encompasses most of Richland County, is struggling economically—farms, industry, and small businesses have all suffered. Unemployment has affected many of our families. Doudna has been targeted Title I school for years, but is now a school wide Title I school with almost 60% of its students qualifying for free or reduced lunch. With less than 2% of the student population within walking distance, most students are bused to school, although up to 40% of parents choose to transport their own children.

The mission statement of all schools in the Richland School District is "to provide educational opportunities that foster high achievement, develop social responsibility and inspire lifelong love of learning through shared involvement of the community." Our more succinct motto is "Building Futures One Child at a Time." This is an apt description of Doudna's goals. Finding ways to successfully meet the needs of each student is the focus of all staff members.

The challenge of serving a needy population has concentrated the efforts of the Doudna staff. Their commitment has zeroed in on maximizing academic achievement. Much time has been spent updating and fine-tuning curriculum, matching it to the Core Standards. New research-based materials in reading and math were analyzed and adopted. Methods of presentation and practice were modified and improved. Differentiated instruction with an emphasis on the integration of subject areas was employed. New technologies were acquired and successfully incorporated. The advantages of collaboration (learning from others, planning with others, observing and consulting others, sharing students with others for the success of the learner) are evident. The staff has worked to analyze test data to make teaching adjustments. Integrating RtI has proved to be successful for many students. The mix of highly experienced teachers, moderately experienced teachers, and those teachers just entering the profession has been of benefit to all. The staff has also shown a marked willingness to add to their expertise with professional development, seeking out classes, seminars, and workshops to improve their skills. Many have earned Master's degrees through collaborative programs. All of these have resulted in enhanced academic success for Doudna students.

Parents play an important role in the success of Doudna students. Some are regular volunteers in classrooms. Others help at school as their schedules permit. Many work with the PTO to provide extra enrichment opportunities for the students. The monthly themed Family Fun Nights are well attended. The halls and common areas are filled with interested families before and after school. Communication between parent and staff is encouraged and utilized.

Numerous community connections also influence success at Doudna. Health awareness issues that affect our students, like diabetes and lupus, have resulted in classroom presentations, informal programs, and open-to-the-community events. The fire and police departments teach safety issues in younger grades and work with older students in the Counter Act program. Community organizations and business have helped provide funds and expertise for the several acre nature area with native plants and trees on school grounds and for the flower garden that students plant and care for bordering the building. Before and after school childcare is sponsored by the school to help working families in the community.

Doudna School is Blue Ribbon worthy. The staff, students, parents, and community all work together to increase achievement and enhance a love of learning. Building on positives in one's self and others and encouraging all learners has resulted not only in improvement in test scores, but also an environment where individual differences are respected and valued.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Richland School district uses 3 different summative assessments at the elementary level: Wisconsin Knowledge & Concepts Examination (WKCE), Measure of Academic Progress (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

The WKCE test is developed by the state of Wisconsin to measure student achievement of state standards in education. Administered each fall, this test is given to 3rd, 4th, and 5th graders in our school in the areas of reading and math. Additionally, the 4th grade test contains science, writing, social studies, and language arts. Our standard for this test is to have 100% of our students achieving advanced of proficient scores in all areas. Of course, this is also the lofty goal set by No Child Left Behind (NCLB) legislation.

The MAP test is administered to all students in grades K-5 in both the spring and the fall. This test includes areas in math and reading. The results of this test give us immediate diagnostic results that help determine specific changes in classroom instruction and intervention strategy usage. Our expectation for this test is that all students should achieve, at minimum, in the average range for their grade level. For example, the average range for a first grade math score is 155 – 164 for a fall test.

The DIBELS test measures 5 areas of skill for early readers in grades K-3: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary and comprehension. The test provides us with target scores for each of these 5 areas. Doudna strives for 100% of our students to meet these targets.

Our data tables for this application come from our WKCE scores from the past 5 years. We are proud of the improvement we have seen in our reading and math scores; however our achievement scores also show plenty of room for improvement.

Specifically, in reading we have seen improvements in our scores over the past 5 years. The percent of our 5th grade students scoring in the advanced and proficient range has increased 23% in the past 5 years. Likewise, the percent of our 4th grade students scoring proficient or advanced in reading increased by 11% and the percent of our 3rd grade students scoring proficient or advanced increased by 3%. The average gain for all 3rd – 5th grade students achieving proficient or advanced scores is 12% over this same timeframe. This increase is attributed to a yearly review and adjustment of curriculum based upon the scores of the previous year. A new reading series purchased from Houghton Mifflin has also upgraded our curriculum and provided more tools and interventions to our classroom teachers, resulting in increased student performance.

We have seen smaller gains in our percentages of students achieving the advanced level scores in reading. It is obvious that most of our student improvement was from increases in reading scores from the basic to proficient level. This is not surprising considering that most of our interventions have been targeted at struggling students that receive services from special education and Title 1 reading. We have recently used leveled reading groups to modify instruction for all reading levels, including those students are already at the advanced and proficient levels.

Our data table also shows significant gains in reading scores in the subgroups of special education and our population of students that meet financial criteria for receiving free or reduced lunch prices. We use our special education staff and our Title 1 reading staff to increase the amount of instruction that each student receives daily. Whenever the schedule will allow, our struggling readers receive differentiated instruction within the regular classroom, small group targeted instruction from special education and title 1 staff, and intensive individual instruction from our Title 1 staff. This has proven to close the achievement gap within these subgroups and for all struggling readers.

The trend in our math scores has mirrored that of our reading scores. While we have made reading priority #1, we have seen the most gains over the past 5 years within our math scores. We have seen an increase of 19% in the percent of students that score in the advanced and proficient range than we had just 5 years ago. Our staff attributes this gain to improvements made within our curriculum and to technological advancements in the classroom. Specifically, we have added SMART boards within all of our regular education classrooms. Our teachers use these to provide visual representations of math concepts and give students the opportunity to physically manipulate objects and numbers.

The overall achievement gains that have occurred within our math scores are also reflected within our achievement gains in the numbers of students scoring in the advanced range. We now have 17% more students scoring in the advanced range than we had in the 2006-07 school year. This reinforces our hypothesis that our increased math scores result from improvement in classroom instruction rather than targeted interventions toward struggling students. Doudna staff attributes this improvement of instruction to professional development in differentiation and response to intervention.

Our population of free and reduced lunch participants has shown very similar gains as the rest of the student population. Therefore, we do not see a significant achievement gap for this subgroup. Similarly, our population of special education students in grade 3 shows a similar rate of growth to the rest of the student population. However, special education students in grades 4 and 5 do not follow this pattern of growth. Due to the large gains made by the rest of the student population, special education students are now a subgroup with a significant achievement gap in math. To eliminate this gap, this year we expanded our math intervention services provided by Title 1 staff to include grades 4 and 5.

2. Using Assessment Results:

As previously noted, we use data from 3 different formative tests: WKCE, MAP, and DIBELS. Our use of the data from these assessments differs greatly in both the process of using the data and the resulting changes to our educational program.

We utilize the results of our WKCE test data to make decisions regarding our curriculum. Data teams and grade level teams analyze our performance on this test compared to state averages and districts within our CESA region. These groups perform item analysis studies which may uncover both strengths and weaknesses within our curriculum. These teams first look for items that more than 25% of our students answered incorrectly. Then, these teams look for patterns among the incorrect answers chosen. If no pattern of incorrect answers exists, it is noted that our curriculum needs to be strengthened in this content area. A pattern of incorrect answers (most students choosing the same wrong incorrect answer) points toward a weakness in the delivery of the instruction. The data from this item analysis is compared to data from previous years. Again, we are looking for patterns of possible weakness and also looking to see if previous attempts to strengthen the curriculum have succeeded. This yearly data exercise provides us with a continuous system of curriculum alignment to our Wisconsin state standards.

We do not receive the results of our fall WKCE until the second semester of the school year. Therefore, we do not utilize WKCE data to make decisions for individual students. The results from our MAP and DIBELS testing are available just days after testing.

We use our MAP testing data for many decisions within our school. Most importantly, all staff receives access to the scores of the individual students within their classroom. The MAP test results act as a valuable diagnostic tool to determine exactly what a student in struggling in within a specific content area. For example, we may have data that a specific student struggles in reading due to the delay in the acquisition of comprehension skills. This diagnostic data gives our teachers information to effectively differentiate their instruction. More specifically, the data breaks down the abilities of each student in the form of *DesCartes* statements. These identify the skills each student has mastered, and which skill should be obtained next within the learning progression. Many of our staff refers to this data on a daily basis to inform their daily lessons.

MAP test data is also shared with parents at parent / teacher conferences after both the fall and spring testing. Many of our teachers also MAP test students informally during the school year to monitor progress. This has proven to be useful and we are investigating the possibility of formal mid-year MAP testing for all of our students.

Scores for MAP testing are also used to determine placements for Title I small group and individual instruction. Our grade level teams use MAP scores to do ability level groupings for math and reading throughout the school year. We also compare our MAP achievement levels to WKCE data for another data reference point when we look at possible curricular changes. It is also used in conjunction with WKCE to inform us of achievement levels of the school overall.

Our district has goals related to student progress on the MAP test. We expect at least 75% of our students to meet their yearly progress goals. Each year, Doudna makes a presentation to our school board on our progress made towards this goal. Local newspaper and radio media report the results of this progress to the community.

MAP test results have also been used to indicate the effectiveness of pilot programs at Doudna. We piloted 3 different Math series texts four years ago. Ultimately, the textbook chosen had the highest positive impact upon the MAP test scores for our students.

The DIBELS test data are also used as a diagnostic tool. However, DIBELS is used for only reading. The DIBELS tests are administered to individual students in grades K-3 by their classroom teacher. We think these scores are more accurate than MAP for reading skills such as fluency and phonemic awareness. We also think that a lack of computer skills sometimes skews the scores for our K-1 students on the MAP test. The DIBELS scores are primarily used by our classroom teachers to inform them of student strengths and weaknesses in reading. DIBELS also contains progress monitoring tools that allow teachers to continually update student scores.

The Doudna staff is aware of the need to make more use of our data. We are looking forward to utilizing it more as we implement Response to Intervention programs. Our challenge will be to find more time for our staff to analyze this data and make decisions regarding individual student interventions.

3. Sharing Lessons Learned:

Doudna Elementary School and the Richland School District make it a priority to connect and share with other schools and districts. We routinely send representatives to conferences and professional development opportunities. In this regard, we are able to share with others how initiatives in our district are succeeding. More importantly, we are able to get feedback from other districts about how we can improve our own practices and implement new programs that will benefit our students.

Within our district, all administrators meet weekly to discuss progress among our 5 individual school buildings. Most of our professional development opportunities are district-wide. This allows us to communicate between schools and aids us in delivering consistent instruction to serve the educational needs our students. At the elementary level, we strive to create opportunities to collaborate on projects from curriculum to school climate. We utilize 2-hour “late starts” to create time in our schedules for this collaboration.

Our primary vehicle for collaboration with other districts is through participation in our regional Cooperative Educational Service Agency (CESA). We routinely send staff to CESA 3 in Fennimore, WI to participate in professional development activities. Many of these opportunities are specifically designed for collaboration between schools. For example, our CESA hosts monthly principals’ breakfast meetings for the purpose of networking and sharing amongst schools. The majority of the schools in our CESA are rural schools which have similar size, demographics, and challenges. We find that our time

connecting with these schools increases our own time efficiency as we implement new programs. We are also relish the opportunity to provide the same assistance to other schools in our region.

At the state level, we have sent representatives from our school to state conferences. This includes state association conferences for: principals, reading, math, physical education, art, and music. We recently have sent staff to specific workshops involving response to intervention, school scheduling, technology in the classroom, and common core state standards. Much of the success of our school can be traced to what we have learned from schools that have presented at these conferences. We would welcome the opportunity to present our growth to others for their benefit as well.

4. Engaging Families and Communities:

The staff at Doudna Elementary School is continually striving to build and strengthen relationships with the students, parents, and community. Communication is a key element for creating, maintaining, and securing these valuable relationships. Open lines of communication allow for effective and on-going conversations between families and school throughout the year.

Student performance is shared in a variety of ways including two scheduled parent/teacher conferences every year. Other conferences are held as needed to help ensure individual success. MAP (Measure of Academic Progress) assessments are taken twice a year. Results from the first MAP assessment of the year are shared at the first parent/teacher conference to allow for discussion. WKCE state testing results are sent home in the spring, along with information detailing protocol and state guidelines for the test. All assessments are reported and discussed with the local school board to allow for open and ongoing communication with our community.

Doudna Elementary School utilizes the Richland School District's website by providing valuable upcoming activity information, along with access to email addresses of teachers and administration. The website also includes information specific to our school, in order to keep our families aware of what is happening within our own building.

At Doudna, parents of our upper grades can track daily academic progress by using a new student information system on the computer called Skyward. This useful tool further enhances communication between parents and teachers.

Lastly, our Doudna P.T.O. (Parent/Teacher Organization) works to foster communication between parents and school to directly enhance the education of our students. They have monthly "Family Fun Nights" which bring our families together in a fun, positive environment. They also do fundraising that allows for our students to have enrichment activities incorporated into our curriculum.

At Doudna Elementary School, the process of finding successful strategies to use with family and community is ongoing in order to help our students achieve their greatest potential.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of the people of the Richland School District is to provide educational opportunities that foster high achievement, develop social responsibilities and inspire the lifelong love of learning through the shared involvement of the entire community.

The curriculum at Doudna Elementary School is based on the Wisconsin State Standards and national curriculum standards along with best practice research. These were used in the development of the core curriculum that drives our instructional practices. Standards and achievement data have provided the basis for our instructional learning goals.

All of our Doudna students participate in reading, writing, language arts, math, science, social studies, physical education, music, art, guidance, and technology. We meet individual learning needs through flexible grouping, interventions, Title I services, learning centers, foster grandparent program, compacted/self-paced instruction that promotes enrichment learning options. By differentiating instruction and integrating technology, we strive to help all children to prepare for 21st century success.

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

Doudna's prime focus is the acquisition of literacy skills. With the Houghton Mifflin Reading Series our students are provided a systematic structured approach to phonemic awareness, phonics, decoding skills, vocabulary development and reading comprehension skills. Our literacy instruction engages students in reading, writing, speaking and listening experiences as they acquire meaning from text. Doudna's schedule was designed to give each grade level an undisturbed common block of time for reading/language art instruction.

Written language and grammar skills are taught using the Houghton Mifflin Readings series and are supplemented with Write Source and the Six Traits Writing programs. Our school also supports community writing and visual arts programs and contests which provides an opportunity to publish their writings.

Students at Doudna are exposed to a variety of mathematical concepts. For grades K-5, we use a comprehensive curriculum with standards set by Houghton Mifflin Harcourt Math Expressions aligning with the state standards. In addition to the regular curriculum, students are engaged in small learning groups where they have the opportunity to explore mathematical concepts and problem solving on a deeper level. Math manipulatives are often used in the early grades to help teach the concepts that are presented in the series. Title I Math is an important resource that provides extra help to struggling students and/or challenges to those who are more advanced. Assessments are given at the end of each unit and math MAP scores are used to determine which students need extra support or more challenges.

Our science curriculum utilizes an experimental approach where we provide our students with a hands-on inquiry based learning program. Through students' investigations and discovery, our interactive learning program provides our students the format to build their science literacy.

Doudna utilizes a variety of material to instruct and guide our social studies curriculum in grades K-5. The units are based on the state standards for each grade. Students explore our communities, states, and nation along with government, geography and history. Current events are shared through supplementary

material in each grade, such as Weekly Readers, Time for Kids Periodical, Scholastic News, and the Wisconsin State Journal. These resources are used to aid our literacy curriculum by systematically teaching comprehension skills with expository text.

The special classes, music, art, physical education, and guidance, are taught by trained specialists. These classes meet Wisconsin State Standards, and their activities integrate with the core subject areas.

Our students participate in music class for two thirty minute classes per week. The music curriculum offers a wide variety of music. Not only do we incorporate national standards in our music curriculum, but we offer at least one public performance opportunity each year to our students. Our music programs incorporate singing, dancing and acting.

Physical education is required for all students at Doudna. In grades K-3, students have 30 minute classes three times per week. The fourth and fifth grade students participate in 30 minute classes four times per week. The physical education curriculum goals are to help children become more skillful in their movement and to develop positive attitudes toward themselves and toward physical activity and wellness.

The visual arts program at Doudna enables students to enjoy art one hour each week. The art curriculum covers many different units using a wide variety of media. Projects are designed to promote positive self esteem, refine motor skills, develop problem solving skills, and create an appreciation of art and art making. The curriculum builds on skills from previous years and projects are designed to educate the children about famous artists, various cultures, and why people have made art throughout the years.

Guidance is taught formally in each classroom for thirty minutes twice a month. Our guidance counselor is always available for individual and group counseling at the request of students, parents, and teachers.

All classrooms at Doudna have a stationary SMART board which is often used during the lessons to demonstrate, teach, and reinforce concepts. This interactive learning tool encourages student participation and allows more of an opportunity for students to learn visually. Our beautiful, large IMC is equipped with a wide variety of books, resources, two computer labs, a mobile lab and a story pit area.

2. Reading/English:

The framework of Doudna's reading curriculum is directed by our basal (Houghton Mifflin). This was chosen for its alignment with our state and district standards and its rich literary selections. Students are given the opportunity to learn in whole group settings and then in more specific small group settings using advanced level, on-level and below-level materials, allowing for optimal growth of literacy skills. Using this series throughout our school gives consistency of phonetic skill introduction and reinforcement, vocabulary building and the teaching of the comprehension strategies. Benchmarks, curriculum and standards, periodic formal and informal testing, collaboration, and experienced observation are also used to generate instruction. All K-5 students take MAP in fall and spring. DIBELS is given in the beginning, middle and end of the school year. Collaboration during weekly hour-long grade-level meetings encourages teachers to share strategies and expertise and plan for the individual needs of each student. Self-management strategies of read to self, read to another and writing are strengthened through Daily 5 and CAFÉ in first, second and third grades. All grade levels have literacy blocks built into the day's schedule.

Children identified as needing additional reading support receive a variety of services. Title I intervention in small-sized pull out groups reinforce classroom strategies to develop vocabulary, comprehension and high-success reading. Cross-categorical teachers work closely with the regular curriculum teaching sight words, tailoring strategies, behavior management and academic support. One teacher works exclusively with autistic students helping them communicate so they can participate more effectively in regular classrooms.

Supportive programs are Readers are Leaders, Accelerated Reading, Book It, RIF (where K-3 receive free books), and reading buddies (older children reading/listening to younger children). Teachers read aloud to students daily. Students have a daily Silent Reading time scheduled during each school day. Students have weekly library/computer instruction with the librarian and take home books. Parent participation in reading activities is encouraged. Three teacher aides and volunteers listen to children read each school day. Title I family fun nights and Book Fairs are held twice a year; Summer school also includes enrichment activities that promote reading and writing. Homework activities include 15-30 minutes of reading time depending upon the grade level, with parents participating in 90% of reading activities. A part-time Gifted and Talented teacher was hired within our district. Doudna has two computer labs and SMART boards have been added to all regular education classrooms.

3. Mathematics:

To select a math series, teachers and administration compared and contrasted a variety of publishers, looking at research and aligning our current standards and benchmarks that best fit our students' needs. Various teachers throughout the district piloted three different series to better attain a feel for the advantages of each of the series. Our current series, Houghton-Mifflin, was chosen for the hands-on learning activities, the real world applications, and the large group, small group, and individual activities included, which aid in promoting differentiated learning. The series facilitates learning at all levels by using a variety of resources that accompany the series. The series' website, ThinkCentral.com, offers on-line workbook pages, teacher's editions, games, and other resources.

Houghton-Mifflin uses a spiraled curriculum that continually reintroduces skills, intersperses practice of previously learned skills, and gives all the necessary review to internalize and transfer the knowledge. Every child is reached through this strategy.

Each year, a Family Math Night is scheduled in conjunction with spring parent/teacher conferences. Each grade level, cross-categorical classes, community organizations, and various other venues set up math activities for both children and adults. It is a fun evening and learning experience for all ages.

Technology is an integral part of teaching at Doudna Elementary. Each classroom has an interactive whiteboard to present information and to enhance the learning process. We also have use of document cameras, a mobile lab, and two stationary computer labs.

The computer labs are frequently used by classrooms for a Math Auto-Skill program as well as for math-related software and web sites.

Our students are assessed in a variety of ways including observation, classroom assignments and tests, our district's current standards and benchmarks, WKCE and MAP test results. These assessments allow us to understand and meet the needs of all of our students. Support is achieved through several avenues. We enlist the help from our Title I math teacher, cross-categorical teachers, GT coordinator, parents, foster grandparents, aides, and student helpers.

With the combination of a carefully selected math series, integration of technology, and on-going assessment, we feel our school's mathematics curriculum is centered on our students' needs.

4. Additional Curriculum Area:

Doudna Elementary School's music, art and physical education programs support the District's mission statement of inspiring the children to be lifelong learners. Through their curriculums the children experience self- expression, enjoyment of the arts, physical challenges and social interaction.

Music classes offer at least one public performance opportunity each year to the students. The opportunity to perform in public yearly helps to build students with good self-esteem, confidence, creativity, and

intelligence. The music programs incorporate singing, dancing, acting, and the visual arts. A highlight has been our musicals, which include some Music Theatre International Disney Kids productions. Through the medium of music performance, the children have made memories and enjoyed learning. In addition to the regular music class, Doudna Elementary School offers a large group performing opportunity to students in the 5th grade. The children do extra performing in the community such as in nursing homes and Veterans Day programs.

The Doudna art curriculum covers many units of instruction, exposes students to artists and cultures through the ages, and follows the state standards. Art projects include a variety of media and integrate with academic areas such as social studies, math and reading. The main goals of the visual art curriculum are to encourage children's positive self-esteem, problem solving skills, fine motor development and an appreciation of art and art making.

The art department encourages community involvement through various displays of student artwork in the community, neighboring art festivals and a district wide K-12 art show which includes each student enrolled in the district. Doudna students have their art published on artsonia.com, a virtual art gallery which enables families to share their children's artwork with friends and distant family members.

The physical education curriculum's main goals are to help children become more skillful in their movement, to develop positive attitudes toward themselves and to promote physical activity and wellness. The physical education program provides the children with a foundation on which they can develop their skills. In kindergarten through second grade the children work on their motor skills, movement patterns and manipulative skills. In third through fifth grade, movement concepts, principles, strategies, and tactics are emphasized through lead-up games and activities. The physical education program also stresses physical fitness and the importance of maintaining an active lifestyle.

The educational opportunities offered through the music, art, and physical education programs at Doudna School create well rounded, skilled, and happy children.

5. Instructional Methods:

The Doudna staff holds students accountable by communicating expectations of excellence. We also believe that all students can learn with support, tools and encouragement. We collaborate at multiple levels; School-wide, grade-based and individual student contacts ensure each student is able to optimize learning.

Doudna supports and meets the needs of all students in various ways. Through the support of special education, gifted and talented, speech and language, English language learner (ELL), title I math, title I reading and our foster grandparent program, we are able to provide opportunities for each child to reach their full potential. The Special Education program consists of a Cross-Categorical classroom and a classroom devoted to students within the Autism Spectrum. The Gifted and Talented Program provides guidance and enrichment to students, parents and teachers. The English Language Learner (ELL) program assists our diverse population in understanding and interpreting English in written and verbal skills. The Foster Grandparent program coordinates elderly volunteers in a partnership with teachers to further assist students.

Teachers integrate technology into their daily lessons to improve learning. Utilizing SMART boards in each classroom has allowed teachers to educate students while utilizing resources from all around the globe. Students are able to demonstrate their independent-thinking and research skills via the use of our mobile lab. All classes utilize our computer labs for MAP testing along with education-based learning and study. The Instructional Media Center is an excellent resource for students and teachers. Not only does this center provide technology-based information and equipment, but it has valuable, engaging print material for all students to read and research.

As we strive toward full implementation of RtI, we are able to embrace the use of our entire Reading and Math curriculum for differentiated instruction. The Reading curriculum allows us to engage students at multiple levels and effectively meet their performance needs. The Math curriculum provides lessons that can be applied for Tier 1, Tier 2, and Challenge strategies. The RtI process is reviewed and assessed by the District RtI team, Building Data Team and Grade Level Teams. MAP and DIBELS are used as tools in screening and monitoring student performance.

The teachers of Doudna provide educational opportunities that foster high-achievement. We create and advance the development of social responsibilities. We teach to inspire the lifelong love of learning through the involvement of all; teachers, parents, volunteers and students.

6. Professional Development:

The Richland School District has a yearlong professional development plan for all staff members. Our school calendar includes six in service days, six late starts, and two teacher professional days. An in-service committee, composed of administrators, teachers, and school board members, is responsible for developing learning opportunities that are targeted to our district's educational goals.

Our district has focused on technology innovations and advances for student and staff learning. The curriculum is continually updated to align with the Wisconsin State Standards and now the Common Core State Standards. Our in services are designed to keep teachers informed and updated on learning strategies and methods that can best meet the needs of our students. Topics have included Response to Intervention (RtI) processes and tiers, differentiated learning, interactive whiteboard and computer training, standards-based learning and assessing, reading strategies and fluency, and teacher-led sharing sessions. Our district's mentoring program pairs newly-hired teachers with veteran teachers. These mentors guide and encourage the new teachers throughout the school year.

Professional development continues at Doudna School with many different learning opportunities. Our staff works together to keep improving our reading and math curriculum and strategies. We work to align our curriculum with the standards, review textbooks and learn how to best utilize them, evaluate our Wisconsin Knowledge and Concepts Examination (WKCE) and Measures of Academic Progress (MAP) scores, plan strategies to help struggling students, and help all students achieve success. We strive to improve our methods of communicating and working with our parents and the Richland Center community. Grade level team meetings have been built into our weekly schedules. The team effort has been pivotal in our school wide improvement because it has allowed us to plan instruction collaboratively, monitor student progress, and better integrate math and reading across the curriculum.

Two professional days a year are available to each of our staff to improve and expand their skills and knowledge base. Doudna teachers attend a wide variety of workshops and conferences and visit other schools. Teachers continue their professional development by taking college classes through the school year and summer. Our staff members are committed to their own professional development and recognize the impact this lifelong learning has on their students' achievement.

7. School Leadership:

As is the case in many small districts, the principal of Doudna wears many hats. In the recent past, this position has also held the titles of district assessment coordinator, curriculum coordinator, elementary coordinator, and Title I coordinator. Of course, the added workload for this position can lead to some difficulties. However, it has also led to shared responsibility within our school in these areas. With fewer channels and "red tape" to navigate, we are able to make swift adjustments to our instruction and assessment. This sense of shared responsibility amongst staff leads encourages "big picture" type of thinking. In this way, we are able to tap into the expertise and leadership of each teacher.

The principal meets with grade level teams often to analyze student data, and determine if any changes need to be made within our curriculum or school policies. Challenges within our entire school are discussed and debated within our weekly staff meetings. The principal also communicates possible changes to our district administrator at weekly meetings held for that level of leadership. This is more of an informal type of shared leadership, however all teachers have an opportunity to be part of the process. Change also can occur very quickly, and results of new initiatives are compiled for further review and quick modifications.

This type of leadership is based upon trust. Our staff trusts that we will make decisions based upon the best interests of our students. We hold each other and our students to high standards. Recently, we implemented a new school-wide vocabulary building program and made changes to our student transportation release policies. These have resulted in added responsibilities for staff. Doudna implemented these changes through a transparent and collaborative process. With ownership in the process, these changes are examples of how staff unselfishly makes decisions to make our school more effective.

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	88	84	80	68	60
Advanced	45	38	41	22	27
Number of students tested	60	55	59	63	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	84	68	67	53
Advanced	29	38	36	26	17
Number of students tested	31	32	28	27	30
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		2		2	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1		4	4
4. Special Education Students					
Proficient and Advanced	82	71	70	64	30
Advanced	18	29	40	14	10
Number of students tested	11	14	10	14	20
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	1		1	2
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1		1	
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	90	84	85	89	67
Advanced	48	44	54	46	45
Number of students tested	60	55	59	63	60
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	84	84	75	85	60
Advanced	32	38	46	41	37
Number of students tested	31	32	28	27	30
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		2		2	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1		4	4
4. Special Education Students					
Proficient and Advanced	73	64	60	64	25
Advanced	27	36	30	29	15
Number of students tested	11	14	10	14	20
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	1		1	2
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1		1	
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	73	79	77	73	56
Advanced	37	53	27	31	13
Number of students tested	51	57	60	71	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	68	64	67	72	47
Advanced	39	50	19	28	5
Number of students tested	31	28	27	36	19
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1	1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		3	3	1
4. Special Education Students					
Proficient and Advanced	50			38	31
Advanced	29			13	6
Number of students tested	14	9	9	16	16
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1	2	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1		
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	82	91	92	83	71
Advanced	39	47	42	48	35
Number of students tested	51	57	60	71	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	86	85	75	63
Advanced	32	39	30	36	32
Number of students tested	31	28	27	36	19
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1	1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		3	3	1
4. Special Education Students					
Proficient and Advanced	64			56	25
Advanced	21			6	6
Number of students tested	14	9	9	16	16
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1	2	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1		
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	84	77	81	71	71
Advanced	56	52	52	25	29
Number of students tested	55	65	73	63	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	78	67	73	63	67
Advanced	56	48	46	10	29
Number of students tested	27	33	37	30	24
2. African American Students					
Proficient					
Advanced					
Number of students tested	0	1	0	0	0
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested	0	2	2	1	2
4. Special Education Students					
Proficient			40	57	50
Advanced			13	5	13
Number of students tested	8	8	15	21	16
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested	0	0	1	0	0
6. Asian					
Proficient					
Advanced					
Number of students tested	0	1	0	0	0
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

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	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	91	89	82	78	88
Advanced	53	42	38	41	41
Number of students tested	55	65	73	63	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	89	88	73	70	83
Advanced	44	33	32	33	33
Number of students tested	27	33	37	30	24
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		2	2	1	2
4. Special Education Students					
Proficient and Advanced			53	38	69
Advanced			13	14	13
Number of students tested	8	8	15	21	16
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested		1			
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	82	79	79	70	62
Advanced	46	47	40	26	23
Number of students tested	166	177	192	197	164
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	76	71	69	67	56
Advanced	40	45	35	21	17
Number of students tested	89	93	92	93	73
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	3	1	3	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	3	5	8	7
4. Special Education Students					
Proficient and Advanced	48	44	55	52	36
Advanced	18	25	20	9	9
Number of students tested	33	31	34	51	52
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	1	2	3	2
6.					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	1	1	0
NOTES:					

12WI6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	87	88	86	83	75
Advanced	46	44	44	45	40
Number of students tested	166	177	192	197	164
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	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	83	86	77	76	68
Advanced	35	36	35	36	34
Number of students tested	89	93	92	93	73
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	3	1	3	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	3	5	8	7
4. Special Education Students					
Proficient and Advanced	63	61	58	50	38
Advanced	23	29	14	15	11
Number of students tested	33	31	34	51	52
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	1	2	3	2
6.					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	1	1	0
NOTES:					

12WI6