

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13NE3**

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
                                                                                                                 

Name of Principal: Mr. Jerad Wulf

Official School Name: Wakefield Elementary School

School Mailing Address:                      802 Highland Street  
PO Box 330  
Wakefield, NE 68784-0330

County: Dixon                      State School Code Number\*: 90-0560-002

Telephone: (402) 287-9892      E-mail: jwulf@esu1.org

Fax: (402) 287-2014                      Web site/URL:  
<http://www.wakefieldschools.org/vnews/display.v/SEC/Elementary>

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Mark Bejot      Superintendent e-mail: mbejot@esu1.org

District Name: Wakefield Community Schools      District Phone: (402) 287-9892

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Lisa Lunz

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, Director, National Blue Ribbon Schools (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, National 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**

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   0   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  0   High schools  
  1   K-12 schools  
  1   Total schools in district
2. District per-pupil expenditure:  11851

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  Rural
4. Number of years the principal has been in her/his position at this school:   3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	35	36	71
K	11	13	24
1	18	14	32
2	10	12	22
3	9	11	20
4	16	15	31
5	16	15	31
6	11	14	25
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>256</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
48 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
49 % 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 2011-2012 school year: 10%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2011	269
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 8%  
Total number of ELL students in the school: 23  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 143

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: 15%

Total number of students served: 39

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>42</u>	<u>2</u>

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

16:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	98%	97%	91%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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**

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**Mission Statement:** The mission of Wakefield community school in partnership with parents and community is to develop all students into collaborative lifelong learners who demonstrate effective communication, critical thinking and problem solving skills in a changing global society.

**Vision Statement:** Wakefield Schools will accomplish the mission by providing a safe & nurturing learning environment, commitment to common goals, challenging relevant curriculum and success for the whole learner.

Wakefield Elementary School is a progressive PK-6 building in Northeast Nebraska comprised of a highly diverse student population and dynamic staff members. Wakefield Elementary School is fortunate to have multiple staff, student, parent and community supports in order to help all children excel both inside and outside of the classroom. Wakefield Elementary is located in Wakefield, Nebraska, a community with rich history and passion towards the school. Parents and community members frequently are involved in student activities and participate with school employees in order to provide the most worthwhile academic experience for all students. Wakefield has a dedicated staff who strive to create a learning environment that supports the diverse needs of individual students.

The Wakefield Elementary School staff consists of highly qualified certificated and non-certified staff members who all have the common goal of providing a quality experience for students. We are a two section building which provides the flexibility to collaborate between staff members and allows us to maintain small class sizes which impacts student achievement in all areas. Our emphasis is to hiring those individuals who will go above and beyond when it comes to our students. All school employees have a vested interest in our kids, making it a place where staff members want to be. Staff members seek ways to grow professionally by researching sound instructional strategies independently, through book studies or their attendance in professional development activities. Staff members are expected to use their professional skills to differentiate instruction so that all students are able to meet or exceed our expectations.

Wakefield is a diverse community with a number of minority families residing here. We have the largest egg production company in the world founded in our community. This organization has provided our community with many resources that other locations our size do not have access to. Wakefield Elementary has found ways to bring our diverse community together through our students. We have achieved this by first encouraging our youngest students to have a quality preschool experience. Nearly 95% of our district's preschool eligible students attend our district program house in our building. Children are eligible for our preschool program when they turn three years old at no cost to parents. Often times students beginning our program have limited English and experiences to draw from. In our three year old program our priority is to develop language and appropriate social interaction skills that are required for school. In our 4 year old program we continue to focus on language development but stress the importance of reading readiness skills. We have family literacy activities that are designed to engage all family members in establishing academic routines and priorities. Our preschool initiative increased 3 years ago and the impacts have been significant to the early intervention and success of our students.

Wakefield Elementary has established high expectations for all levels of our learners ranging from our students with significant disabilities to students who are performing above grade level. All staff members are expected to provide individualized instruction to meet the unique needs of our learners. One of the most significant educational decisions over the last four years has been to decrease the amount of pull-out programs and services for our students. Instead, we find ways to ensure that all students are provided with high quality education in the general education classroom with supplemental supports that include special

education, ESL or reading interventions. Teachers collaboratively look at student performance data to make instructional decisions. This has led to a significant shift in instruction from traditionally whole group instruction to primarily small group in nearly all academic areas.

Wakefield has a rich history of community involvement and dedication to community traditions. For example, we begin each school year with a flag raising ceremony that has taken place for 50 years. During this time various activities are completed and our incoming 6<sup>th</sup> graders ring the bell to signify the beginning of a new year. All students participate in some form of service learning activities during the school year as well. These activities range from volunteering at our local used clothing store or daycare center to planting flowers in our community park. Civic responsibility is of vital importance to our community.

Thanks to the dedication of our community and those that reside here, Wakefield Elementary school has been afforded the opportunity to provide a comprehensive education for students.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Nebraska has determined three performance levels on our state assessment. They are: 1. Exceeds the Standards (135-200); 2. Meets the Standards (85-134); and 3. Below the Standards (84 and below).

Wakefield Elementary School has identified meeting and exceeding the standards are acceptable performance levels for our students. We have diligently worked to ensure that our students meet these expectations by providing targeting instruction/interventions to all students. All students participate in the Measures of Academic Progress assessment multiple times a year which allows us to directly correlate and predict student results on our state assessment.

Every summer, select staff members are invited to participate in our annual data retreat to look at data and identify trends. Upon investigation of our five year data, many trends are noted. Typically from the 2007-2008 school year to the 2009-2010 school year there appears to be a significant change in assessment scores. This is due to the implementation of Nebraska's new testing process. Prior to 2009, school districts were to write their own assessments and test students using those resources. In 2009, Nebraska implemented a one time state assessment to determine student performance.

Assessment results have been on an upward trend for the last two to three years in most academic areas and subgroups. Curriculum has been aligned and tier II and III interventions have been implemented to support all levels of learners. Students who have historically been removed from the general education for supplemental services are spending much more time in the general education classroom with supports from staff members (SPED, ESL). All students are expected to participate in core instruction with appropriate accommodations and modifications.

One area of concern that has been identified is the performance level of students who qualify for free/reduced lunch which often have lower achievement scores on our assessments. Teachers have been diligently working to provide real-life or practical experiences for students. Often times our students from poverty have limited experience or exposure to vocabulary to make connections with. Staff members use virtual field trips, video clips and bring in authentic items to support student understanding.

Students who fall in the subgroups of SPED or ELL also demonstrate some lower scores than the overall total. Staff members have worked to integrate vocabulary development to support our English Language Learners. This is done through consistent conversation by all school employees. We have instituted an intensive tier II reading program to support all students who need additional interventions. This includes our students who are at-risk, SPED or ELL. These interventions are directly aligned with our core curriculum and used as supplemental instruction.

Upon walking into a typical classroom in our school, you will often notice multiple adults providing direct services to students. Teachers have determined that whole group instruction was not benefiting our learners in regards to their progress. Thus they have decided to provide the bulk of their instruction in small group which has a direct impact on acquisition of skills. Classroom instruction is designed and differentiated for each student at their individual levels.

Another factor in regards to our assessment trends are the utilization of data in our daily instruction. Data is used to inform instruction. We provide direct instruction on how to participate in a test as well as teach testing strategies. Teachers use data to identify areas of strength and weaknesses for each individual student.

Perhaps the most significant impacts that we have made to support learning is to align our curriculum, providing access to general education curriculum, implementing support interventions, providing adequate staff and utilizing data to make instructional decisions.

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

Wakefield Elementary School has an annual data retreat to look at trends in our assessment data. We evaluate student performance in multiple assessments including: MAP, NeSA (state assessment), and AimsWeb (Universal Screen). In addition, all students are benchmarked in reading using the Fountas and Pinnell Benchmarking Kit. The data team evaluates the numbers and looks for strengths, concerns and trends. They then look at our school improvement goal to see if we need to adjust it. When school starts in the fall, teachers use the same data to make instructional decisions and to look at individual student progress.

Assessment results are used to support instruction. All staff members use benchmarking information to determine current reading levels as well as to look at miscues that take place during reading. The Reading Specialist completes beginning and end of the year benchmarking while the classroom teachers complete weekly running records and miscues for selected students. Certified and non-certified staff members use instructional data from MAP assessment. This information is used to provide additional interventions or enrichment activities for those above grade level.

MAP, NeSA and AimsWeb data is used during PLC time to look at additional support or intervention needs. This data is also used to track and monitor student performance. Teachers and support staff use the Des Cartes from MAP to identify areas of concerns or skills that can be introduced or reinforced. Many teachers have created individual student objective cards to drive instruction. Staff members note when a concept has been taught and how they are progressing. Targeted students are monitored weekly using progress monitoring probes.

Assessment data is communicated to parents through multiple means. Teachers typically discuss data during parent teacher conferences or informal meetings with parents. All parents receive written notification of MAP results at least 3 times a year. Many teachers provide parents with additional skills/activities to complete based on their performance. Students are encouraged to take home books on a nightly basis which are leveled according to their independent guided reading levels. This is another way that parents are notified of their guided reading level change. At least 3-4 times a year data is released and shared at the board meetings. During our MAP assessment windows, the students are challenged to do better by setting goals or seeing their previous scores. This has been a great way to motivate students!

All teachers are required to utilize data to inform their instruction as well as have concrete data to support their decisions. Students who are achieving above grade level/expectation are provided with enrichment activities based on their performance. Those below grade level or at-risk receive intervention supports as well.

## **3. Sharing Lessons Learned:**

Wakefield Elementary school has been very successful in working with neighboring communities. Multiple school districts have sent teachers and paraprofessionals from their district to observe our instructional methods. For example, all staff members from one elementary school spent half a day observing our teachers and identified how best to integrate guided reading and math in their classrooms. Teachers have spent a significant amount of time collaborating with each other and sharing ideas or providing feedback. Some schools in the immediate area of Wakefield have also adopted our departmentalized approach for students in grades 4-6 which has directly impacted achievement scores for our students.

Select staff members have presented at local meetings or in-services on various topics including reading and math instruction and how to use data to support learning. Some staff members have also presented at workshops that address technology in the elementary classroom. There have been many professional development opportunities afforded to our staff which have allowed them to share successes and challenges at multiple levels across the state.

Wakefield has a college within 10 miles of our building. This has allowed staff members to present to future teachers and education faculty as well. We have an average of 60 pre-service teachers complete some form of practicum or student teaching experience in our building.

Wakefield Elementary has been asked to support multiple school districts in restricting their reading blocks and establishing an effective curriculum to support diverse learners.

#### **4. Engaging Families and Communities:**

Wakefield Elementary School strives to establish a collaborative approach to support students. There are multiple opportunities for parents and community members to be involved in the day to day processes of the school. We have parent teacher conferences 2 times a year with nearly 98% attendance. Our preschool staff members perform at least two home visits a year to discuss student progress and programming.

We have family literacy nights where parents, students and siblings come to school and take part in various literacy development activities. Perhaps the biggest way that we have increased families and community involvement would be through our “One Book, One School, One Community” initiative. The school purchases each family in our community a copy of the same book. For example, this year we read *Charlotte’s Web*. There were nightly reading assignments and activities that involved parents and siblings as well as our local businesses. The primary focus is to engage our community in the love of reading. As a culminating activity we invite families to come to school to participate in a family fun night. School staff and families take part in various games and activities that coordinate with the book that we read as a community. We have a parent education session as well to teach parents how to engage students with reading and text.

Another way we engage families is by having students bring home text on a nightly basis at their independent reading level. Students are required to read a “mini-book” nightly with someone at home. This could be to their parents, siblings or a neighbor. The only criteria is that students have to be reading with someone outside of school.

Our student council members participate in service learning projects at numerous community establishments including the food bank, daycare center, nursing home and second hand store multiple times a month. This is an excellent way to get students involved in our community and thus involving community members at school.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Over the last 4 years we have significantly modified our elementary curriculum . Prior to 2009, there was a lack of consistency in the PK-6 academic programming. As a staff, one of our primary concerns was the lack of consistent vocabulary and scaffolding from grade to grade or subject to subject. We began the process of aligning our curriculum to state and district standards. Following our alignment, we selected resources and textbooks that would support our programming. As we went through the process of curriculum revision, we had three priorities that needed to be addressed.

1. Our curriculum must be culturally responsive and applicable to our total population
2. Our curriculum must be differentiated for all levels of learners ranging from SPED to HAL
3. Technology must be an integral part of our curriculum

In lower elementary (PK-3), the primary focus of academic instruction is on developing language arts and mathematics skills. Teachers in these grades utilize whole group instruction in all content areas for a short amount of time and then break up into guided groups. Teachers have designed differentiated lessons to support all learners as their level. In addition, during our language arts block a reading paraprofessional and reading specialist are in each classroom providing intervention/enrichment support. During math instruction, the same process is used. Classroom teachers have a paraprofessional in their classrooms during small group math time to support student learning of mathematics skills and concepts. If students require additional intervention, one staff member provides small group remedial support on concepts that have not been mastered. Our science curriculum was revised this year and we have integrated a new series which supports our school improvement goal of increasing reading comprehension across all areas. Our science resources are literature based with leveled activities and assignments for learners. Students are also actively engaged through labs or experiments at least 2 times a week in all grade levels.

In grades 4-6, students are departmentalized into the following areas: writing, social studies, science, math, science, English and guided reading. All students have access to whole group reading instruction for 40 minutes a day and then begin rotating classes which last 40 minutes. We believe that students should have adequate exposure to all curricular areas including: reading, math, writing, science, social studies, music, PE, art and guidance.

Student supports services are provided to all students who need access to them. We are a school-wide title program and allow all students to access supports if they require it. We do not have a special education classroom and instead have supports built into the general education classroom, allowing all students access to curriculum. If a student needs remedial or supplemental supports there is time built into the day to allow for those interventions. This modification to our curriculum has allowed all students to be successful in the general classroom setting.

The final curriculum component that we have modified is the establishment of a strong early childhood program. We have a large preschool program which has specific outcomes. The primary focus is to have all of our students ready for kindergarten by knowing letters, sounds, fundamental math concepts, and appropriate social interactions skills. We currently have a half day three year old program and a full day four year old program. The program integrates Visual Phonics as well as ELL strategies to support language acquisition. The preschool staff meets with the school aged staff to determine appropriate guidelines and expectations for students.

Our staff is dedicated to ensuring all students have access to a rigorous curriculum that provides supports to all learning levels of students.

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

Wakefield Elementary School uses a varied approach to teaching reading. All students access whole group instruction to focus on introduction of skills or strategies based on state standards. Whole group instruction ranges in length of time from 20-30 minutes per grade level. Immediately following whole group instruction, we break into guided reading. Teachers in grades K-3 spend approximately 90 minutes on their small groups. Grades 4-6 spend 40 minutes in guided reading groups but have additional language arts time as well throughout the school day.

In grades K-3, teachers utilize leveled readers from our book room to provide reading instruction and a student's instructional level. During this time, teachers use running record and MAP data to differentiate their instruction for their individual students. All students have focused instructional on individual skills that they need in order to be a successful reader. During the general education reading block, all teachers have a reading paraprofessional in their classrooms to support students. This support is typically intervention based as opposed to monitoring student behavior. All teachers in the primary wing of our building use many of the components from the Daily Five. Students select their activities for the day and are actively engaged in reading. Two to three students from each classroom access tier II interventions during guided reading time. This is facilitated by our reading specialist who uses an intensive intervention to support those at-risk students.

In grades 4-6, all students participate in whole group reading to focus on comprehension skills. In addition, each student rotates through guided reading as well. The primary difference between the two levels is that 4-6 students have more independent activities during their class time. Often times a cross-curricular method is used. Resources are typically high interest non-fiction which directly supports our science curriculum.

The expectation at Wakefield Elementary is that all kids will read. Teachers work diligently to ensure that they are fostering a love of reading by immersing them in literature.

## **3. Mathematics:**

Wakefield Elementary School's mathematics curriculum is a combination of higher level thinking skills and foundational math skills. We realigned our math curriculum last year and identified areas that we needed to address as deficits. We determined that our students were doing well in regards to problem solving but were struggling with basic computational skills. Our approach to mathematics is very similar to our approach in reading. We differentiate our instruction to provide meaningful experiences to each student during small group time. All students start out in whole group for a short mini-lesson to address the targeted objective for the day. After initial instruction, the students break up into their small groups. There is a wide array of activities that all students must complete on a daily basis. Each student must complete fact practice using a computerized program daily. The students who are above grade level complete an enrichment activity during the first rotation/block. Typically this looks like the students applying the skill or concept in a practical way. The students who are at grade level start with fact practice or review previously learned material using some form of technology. The students who are significantly below grade level meet with the teacher to re-teach/re-explain the concept before working on an assignment for the day.

During math instruction, all teachers have a paraprofessional or special education staff member in the classroom to provide supplemental supports to students. Usually the support staff is completing intervention or activities during the third rotation which is typically playing some form of mathematics game. The data from MAP is used to design these activities.

The integration of technology is very evident during mathematics instructions. Teachers have created SMART Board games to support all lessons which provide tactile support to their instruction. In addition, each classroom has a SMART table to use as a center activity. On numerous occasions, teachers use iPads to have students demonstrate how to solve a problem using Apple TV or practice skills during their center time.

With our focus on improving our math instruction, significant strides have been made to ensuring that all students are receiving appropriate instruction.

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

Wakefield Elementary has a strong focus for students and staff members to get involved and be active throughout their life time. It is with that premise that we have a strong Physical Education program which supports our school's vision.

All students participate in Physical Education 2-3 times a week. The focus of PE is to maintain a healthy lifestyle in all areas of development. In our PE curriculum, there is an academic focus to support math and reading skills through physical education. For example, kindergarten students play sight word tag to help with word recognition.

The most beneficial part of our PE curriculum takes place prior to the school day starting. Every day at 7:45, nearly 99% of our school arrive at school and are ready to participate in the Health Run. This is a program where students are encouraged to run every morning in order to get a positive start to the day. The majority of students in grades K-6 run ½ a mile or more on a daily basis. During the Health Run, we invite guest runners to run with the kids as well as encourage parents to run with their child. Although the Health Run is not considered an academic area, it is vital to the success of our school curriculum. It has allowed students to use some restless energy or to wake up in the morning. We have students who want to reach the 500 mile marker by the end of the school year.

One part of our PE curriculum is the focus on lifetime sports. We realize that all students need to stay active and often times will not participate in organized athletics in later life, so we introduce and create excitement for lifetime sports. Wakefield Elementary believes that a healthy lifestyle is vital to ones success in later life, thus we work to design a curriculum which encourages healthy living.

#### **5. Instructional Methods:**

Wakefield Elementary staff works diligently to differentiate instruction to meet the needs of all learners including those who are at-risk , ELL, SPED and have high ability. The majority of classroom instruction takes place in small group which lends itself to differentiated instruction.

Students who are at-risk in school are provided with supplemental interventions at a tier II level. This typically includes reinforcement or re-teaching of skills that have been identified as deficit. Students who are at-risk are referred to the student assistance team by a school staff member. This team determines the area of concern and helps with the implementation of an intervention to help close the achievement gap. Students who are at-risk have weekly progress monitoring in order to ensure success in the intervention.

ELL services are delivered inclusively by a staff member with their Master's Degree in ESL. In most instructional situations, the students who need additional language support have been pre-taught the vocabulary terms to help them be successful. Lessons are designed to be language rich and use pictures or regalia to help students make connections to words and phrases.

Students who are eligible for special education services are in general education to the maximum extent possible. General education and special education staff members collaboratively plan and provide instruction as specified by the student's IEP.

During academic content instruction (guided reading, guided math, science), all staff members utilize resources that appropriately match with a student's ability level. All of our curriculum is leveled in order to ensure that all students have appropriate instructional resources. In grades 4-6, we are arranged in a departmentalized fashion. Students received differentiated instruction in all content areas through this process.

One of the best ways that we differentiate instruction is to utilize technology to supplemental student learning. We are fortunate to have SMART Boards in every classroom, SMART Tables in our PK-2 classrooms, iPads/iPods and laptops for student use, document cameras and multiple other forms of technology to increase a student's engagement.

## **6. Professional Development:**

Wakefield Community Schools has adopted the approach that professional development is important for all school employees including certified and non-certified staff members. We are dedicated to making sure that professional development activities are beneficial and applicable to the needs of our staff. Thus we have designed our in-service time to specifically address needs and concerns that staff members have regarding academic, behavior, social and technology needs of students.

Wakefield has two hour late start sessions once a month where staff members take part in activities that they select which correlate with our school improvement goals of increasing reading comprehension skills across all curricular areas as well as to increase problem solving skills.

Teachers have taken opportunities to read professional literature. Staff members have used multiple books to support or modify their instructional process. Teachers and paraprofessionals discuss concepts and thoughts from the books they selected and find ways to implement strategies or processes in their day to day routines. Teachers research and find articles to share with their colleagues that address a need or concern that they have. Staff members use a significant amount of time to research best practices and share them.

Professional development has also been providing on increasing student engagement through the use of technology. All staff members have an iPad which they are expected to use to supplement instruction. Staff members have created iMovies, Keynotes and other presentations to explain a concept to other staff members as well as have opportunities to experiment with technology.

Our school district believes that all staff members need to be supported in their professional growth. If a teacher finds a workshop they want to participate in, typically they are granted access. We allow staff members one professional day a year but will allow others as needed.

Perhaps the best form of professional development that we have implemented is observing another teacher. Each week, the building principal pulls a "blue ticket" out of a bucket. This ticket allows a staff member to observe in another colleagues classroom for 45 minutes while their class is covered.

With staff lead professional development, we have found that they are engaged and active. Staff members tend to "buy" into ideas or concepts when they are given the opportunity to research and discuss strategies. All of our professional development has been beneficial to students.

## **7. School Leadership:**

At Wakefield Elementary School, leadership is more than just the principal leading a staff. Staff members are encouraged to assume leadership roles in professional organizations and district or state committees. The building principal empowers staff members to be creative and think outside the box while trusting them to do what is right for students.

Building administration encourages staff members to provide input and opinions on ideas or strategies to impact student learning. This is evidenced by continuous collaboration between grade level teachers and building specialist. Classroom teachers frequently contact the reading specialist to discuss student progress and to ask for additional supports if necessary. Staff members meet weekly with their teaching partner to look at instructional objectives, progress and changes that need to take place. They provide feedback to administration if they need additional ideas or support.

Staff meetings are held immediately following the school board meeting by the superintendent of schools. It is during that time, policy changes, current events and programs are discussed. Staff members are encouraged to ask questions and participate in the discussions in order to maintain effective lines of communication.

Students are also leaders in our building. The elementary student council and its advisors have established a service learning project which takes place monthly. This allows students to be involved in the community as well as allows the community to see what is happening at school. This has been a very beneficial initiative for students and staff members. Students also take leadership roles by setting up various activities for the rest of the student body. For example, one student was moved by a presentation about anti-bullying efforts in our school. This student decided to research ways to educate against bullying and find ways to support the victims. Recently, the student addressed the school board to see if she could begin a Stand for the Silent chapter in Wakefield.

Empowering staff and students to be leaders is a vital component to our school success. Wakefield Elementary strives to be a place where staff members and students feel free to take risks and attempt new things.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard and Above	88	87	92	100	100
Exceeds Standards	22	12	80	58	90
Number of students tested	36	31	25	24	31
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					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	75	87	87	100	100
Exceeds Standards	8	6	81	72	92
Number of students tested	12	16	16	11	14
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	81	81	81	100	100
Exceeds Standards	6	0	72	55	100
Number of students tested	16	11	13	15	20
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	7	2	5
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	4	2	3
<b>6. White</b>					
Meets Standard and Above	95	89	100	100	100
Exceeds Standards	35	21	84	60	85
Number of students tested	20	19	13	15	20
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NeSA

Edition/Publication Year: 2009

Publisher: Local

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Standard and Above	91	83	76	95	90
Exceeds Standard	19	0	16	70	71
Number of students tested	36	31	25	24	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	75	81	68	100	78
Exceeds Standard	0	0	6	72	50
Number of students tested	12	16	16	11	14
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	0
Exceeds Standard	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	81	72		Masked	83
Exceeds Standard	6	0		Masked	66
Number of students tested	16	11		9	12
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	6	2	5
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	5	2	3
<b>6. White</b>					
Meets Standard and Above	100	89		93	95
Exceeds Standard	30	0		66	75
Number of students tested	20	19		15	20
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard and Above	93	59	89	100	87
Exceeds Standard	26	7	68	96	75
Number of students tested	30	27	29	30	24
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					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	93	60	85	100	81
Exceeds Standard	18	0	64	93	62
Number of students tested	16	20	14	16	16
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	0
Exceeds Standard	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	90	50	90	100	100
Exceeds Standard	27	0	72	100	73
Number of students tested	11	14	11	10	13
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	3	7	4
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	2	5
<b>6. White</b>					
Meets Standard and Above	94	69	94	100	72
Exceeds Standard	27	15	72	95	72
Number of students tested	18	13	18	20	11
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Standard and Above	96	88	62	90	83
Exceeds Standard	53	66	20	76	54
Number of students tested	30	27	29	30	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	100	85	61	87	75
Exceeds Standard	43	65	15	68	43
Number of students tested	16	20	13	16	16
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	0
Exceeds Standard	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	100	78		100	84
Exceeds Standard	36	50		80	53
Number of students tested	11	14		10	13
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	3	7	4
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	2	5
<b>6. White</b>					
Meets Standard and Above	94	100		90	81
Exceeds Standard	66	84		75	54
Number of students tested	18	13		20	11
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard and Above	93	58	93	77	100
Exceeds Standards	34	3	64	54	87
Number of students tested	29	29	31	22	33
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					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	89	64	100	66	100
Exceeds Standards	31	0	64	46	87
Number of students tested	19	14	14	15	16
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	Masked
Exceeds Standards	0	0	0	0	Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	86	50	90	72	100
Exceeds Standards	33	0	60	63	54
Number of students tested	15	12	10	11	13
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	6	4	5
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	2	5	4
<b>6. White</b>					
Meets Standard and Above	100	64	95	81	100
Exceeds Standards	35	5	66	45	89
Number of students tested	14	17	21	11	19
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Standard and Above	93	79	70	90	100
Exceeds Standard	51	31	13	68	90
Number of students tested	29	29	30	22	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	89	85	53	86	100
Exceeds Standard	47	21	7	53	87
Number of students tested	19	14	13	15	16
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	0	Masked
Exceeds Standard	0	0	0	0	Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	86	66		100	100
Exceeds Standard	33	8		63	84
Number of students tested	15	12		11	13
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	5	4	5
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	2	5	3
<b>6. White</b>					
Meets Standard and Above	100	88		81	100
Exceeds Standard	71	47		72	94
Number of students tested	14	17		11	19
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard and Above	86	74	100	100	68
Exceeds Standard	26	12	85	75	10
Number of students tested	30	31	27	32	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	85	57	100	100	66
Exceeds Standard	14	7	80	92	6
Number of students tested	14	14	21	14	15
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	Masked	0
Exceeds Standard	0	0	0	Masked	0
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	84	61	100	100	50
Exceeds Standard	15	7	80	83	8
Number of students tested	13	13	15	12	12
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	5	4	3
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	7	4	1
<b>6. White</b>					
Meets Standard and Above	88	83	100	100	82
Exceeds Standard	35	16	91	68	11
Number of students tested	17	18	12	19	17
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NE3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NeSA

Edition/Publication Year: 2009

Publisher: NDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Standard and Above	96	83	66	100	100
Exceeds Standard	50	32	11	62	78
Number of students tested	30	31	27	32	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Standard and Above	100	71	57	100	100
Exceeds Standard	21	21	9	62	78
Number of students tested	14	14	21	32	28
<b>2. African American Students</b>					
Meets Standard and Above	0	0	0	Masked	0
Exceeds Standard	0	0	0	Masked	0
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Meets Standard and Above	92	76		100	100
Exceeds Standard	23	23		50	81
Number of students tested	13	13		12	11
<b>4. Special Education Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	5	4	3
<b>5. English Language Learner Students</b>					
Meets Standard and Above	Masked	Masked	Masked	Masked	0
Exceeds Standard	Masked	Masked	Masked	Masked	0
Number of students tested	7	2	7	4	
<b>6. White</b>					
Meets Standard and Above	100	88		100	100
Exceeds Standard	70	38		68	76
Number of students tested	17	18		19	17
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					