



## **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   3   Elementary schools (includes K-8)  
   1   Middle/Junior high schools  
   1   High schools  
   0   K-12 schools  
   5   Total schools in district
2. District per-pupil expenditure:  11357

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

3. Category that best describes the area where the school is located:  Suburban
4. Number of years the principal has been in her/his position at this school:   16
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	16	5	21
K	23	24	47
1	23	23	46
2	24	21	45
3	36	39	75
4	28	25	53
5	30	22	52
6	0	0	0
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>339</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
6 % Asian  
2 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
83 % White  
2 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2011	339
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 8

Number of non-English languages represented: 7

Specify non-English languages:

Spanish, Hindi, Ukrainian, Vietnamese, Oriya, Telugu, Chinese-Mandarin

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 53

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: 30%

Total number of students served: 103

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>12</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</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>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>11</u>
Paraprofessionals	<u>8</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>36</u>	<u>18</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:

24:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	97%	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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Grafton Elementary School (GES) is located in the heart of Grafton just east of the Milwaukee River on the north shore of Lake Michigan. GES is one of three elementary schools in the district and was built in 1957, housing approximately 340 students in grades early childhood through grade five. GES offers a wide variety of programs including a full range of special education and related services. We pride ourselves on emphasizing strong neighborhood school values. In addition, we live our mission every day. That mission is to help each student maximize his or her educational potential while fostering a nurturing environment which promotes a foundation for lifelong learning, a positive self-image, a sense of citizenship, and acceptance of diversity.

The greater Grafton community is a diverse mix of manufacturing, retail and small businesses with beautiful parks, a wide housing selection and excellent recreational opportunities. The city is growing economically and culturally while becoming a headquarters for world-wide businesses and medical facilities.

The GES staff has established a strong tradition of providing a varied selection of enrichment activities, engaging students, families and the community. Our student council strengthens leadership skills through cooperative problem solving and community service. In addition to chess club and intramurals, our very active parent teacher organization brings community activities into the school such as world languages, karate, consumer education, book studies, and photography. GES has a special relationship with the greater community, taking advantage of local cultural and business connections. For fourteen years, homerooms have developed partnerships with local businesses to learn and follow the growth and development of the business, both in school and on the business site.

Academically our school ranks in the top 3% of all Wisconsin public schools significantly exceeding expectations as defined by the Wisconsin Department of Instruction. We have accomplished this academic success by focusing on and implementing an intensive multi-tiered response to intervention system in which students are continually assessed and provided additional instruction using research based practices. The use of these practices has allowed us to significantly close the gap for our special needs population (30% of school) and provides further challenges for our high performing students. The higher percentage of special needs students at GES is attributed to students from throughout the Grafton School District receiving early childhood and cognitive disability services available only at our school.

Another strength is our implementation and commitment to a professional learning community. Implementing a professional learning community has helped us come together as a staff, working cooperatively to focus on student learning. We conduct problem-solving groups in which staff participate in data retreats with the sole purpose of improving student success. Horizontal and vertical stratified teams work closely to analyze data and to provide individualized opportunities to students. Also, staff led in-services, training, and book studies occur on a regular basis. A preponderance of staff hold advanced degrees and include national board certification. We often have more requests for student teachers than we can accommodate.

Students participate in the Six Pillars of Character program to nurture their growth as individuals, productive citizens and life-long learners. This program incorporates older students becoming big buddies for the younger children, providing mentoring and role modeling on a bi-monthly basis. We have observed many positive changes in the school climate and student behavior due to the effective mentoring by our older students.

Communication is critical to the success of our school. Within the building, we have a school leadership team that provides input into programs and processes. That team in turn meets with various segments of

the staff to gather information and ideas to improve all aspects of our educational environment. In communicating with and engaging parents, we use an electronic Thursday folder, quarterly newsletters, open house, meet the teacher night, concerts, science fair, book fair, family fun nights, school board presentations, newspaper articles, and the school web pages.

Our school is enriched by a large number of family, high school student, and senior volunteers, both in the classroom and for special events. Volunteers do everything from clerical work to providing guided practice in reading and math. They also bring that wonderful life-long learning perspective into our school. High school big brothers and sisters spend time mentoring our elementary children and helping them prepare academically and socially for the future.

Our school is worthy of National Blue Ribbon status because of our comprehensive programming, our striving for continual improvement, our high expectations for all students and our willingness to do whatever it takes to ensure student success.

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

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

The Wisconsin Department of Public Instruction issued individual school report cards for the first time in October 2012 reflecting performance from the 2011 – 2012 school year. Grafton Elementary School received a score of 83 out of 100 ranking us in the top 2.5% of all Wisconsin Public Schools. Grafton Elementary School students in grades third through fifth are administered the Wisconsin Knowledge and Concepts Examination (WKCE) in November. This standardized assessment is used to measure students' academic achievement and growth. It also provides information on subject area proficiency, information to support curriculum and instructional planning; and a measure of accountability for schools. Students in third and fifth grades are tested annually in the areas of reading and math. Additionally, students in fourth grade are tested in math, reading, language, science, social studies and writing. The test consists of selected response items and constructed response items at all grade levels.

The WKCE test results are reported out in four performance categories. Students scoring advanced demonstrate in-depth understanding of academic knowledge and skills, and those scoring proficient demonstrate competency in the academic knowledge and skills. Basic students demonstrate some academic knowledge and skills, while the minimal students have very limited academic knowledge and skills. The top categories of proficient and advanced are used to determine AYP by grade and subject. Grafton Elementary students performed higher in both reading and math on the WKCE assessments when compared to the state average over a period of five years. In analyzing the data, there are clear trends upward in both reading and math. For example, the percentage of third grade students scoring in the two highest categories (proficient and advanced) from 2008 to 2012 increased from 51% to 61% in reading and 71% to 80% in math. Similarly, the percentage of fourth grade students scoring in the two highest categories increased from 50% to 69% in reading and 62% to 88% in math.

In disaggregating the data it is evident that we are closing the achievement gap for disabled students, minority students and students receiving free and reduced lunches. The state report card calculates a “closing the gap score” based on student achievement and other factors. A score of 0 would indicate no learning gap between all student populations. The most recent trend at GES has been to reduce the gap for students with disabilities from 12.8 to 9.1 in math and from 15.8 to 11.7 in reading. For minority students and free and reduced lunch students the gap has decreased from 9.3 to 7.1 in math and from 11.3 to 9.8 in reading. We are closing the gap due to an increased focus on individual student learning. Students are assessed frequently giving us the opportunity to provide immediate interventions. We have also increased team teaching and inclusion opportunities for students with disabilities.

Grafton Elementary School has used NWEA Measures of Academic Progress since 2005. MAP tests are taken in fall, winter and spring, are used for measuring student growth, and are a universal screener for RTI. A goal in MAP testing is to not only measure student growth but also to achieve growth that is above the national norm. Another goal is to measure growth for students who are in special education, economically disadvantaged or students who score below the national norm to ensure these students are closing the gap to their peers.

GES has measured above expected growth for all tested grade levels during the 2011-12 and 2010-11 school years. Not only have the aggregate grade level groups shown above expected growth, but individual subgroups of special education and economically disadvantaged groups have had above expected growth. An example is the student growth from fall 2010 to spring 2011 for 5th grade math where students who were economically disadvantaged had a RIT score 3.7 above the expected target, ELL 1.0, special education 1.6, while all other students scored 2.6 points above the expected growth.

Not only has GES measured growth of students in a year, GES has measured positive growth for multi-

year cohort groups. Thirty-nine 5th grade students participated in all four years of MAP testing that began in 2nd grade. The median improvement for the group over the four years was a 4% increase in the national percentile reading score and 3% for math. This is evidence that GES students have not only grown above national norms between the fall and spring term the past two years but have grown consistently over a longer period of time.

We attribute our high and improving scores to a number of factors. In reading, we have adopted the Reading Workshop model of instruction. Staff uses guided reading, strategy grouping, increased student reading time and individual student conferencing to enhance focus and remediation of weak areas. In math we added 10 minutes per day of instruction resulting in an additional 30 hours of math for the year. We also introduced math journaling to students a minimum of two times a week. Our more advanced students participate in the Continental Math League, a national program which challenges them with problem solving and higher level thinking skills.

In conclusion, our emphasis on continuous assessment, analysis of data, individual interventions and differentiation of instruction have had a significant and positive impact on student achievement in both reading and math.

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

In analyzing assessment results, Grafton Elementary School uses the Professional Learning Community approach. WKCE results are analyzed on a school-wide basis by the entire faculty. Trends are identified and hypotheses generated to guide curricula refinements to strengthen the areas of weakness. Further analysis is completed by grade level teams to identify specific deficits and individual student needs. Coordination with special education staff is a key component in closing the learning gap.

MAP assessments are given to students three times a year (fall, winter, spring). After each assessment period results are analyzed by grade level teams. The teams use the data to identify skill groups for individual support and re-teaching. Grade level teams then meet across the district to sort and compare data to identify trends among the three elementary buildings. This helps to provide consistent instruction to all students in all three elementary schools.

The Fountas and Pinnell Benchmark Assessment System is used by teachers in general and special education. This systematic assessment is done a minimum of three times a year to measure the results of teaching and make valid judgments about student literacy. We then know what the child can do independently and with teacher support, and have a systematic assessment of strengths and knowledge along with documentation to share with parents, students, administrators, school board and the community.

Our current report card format is tied directly to the standards. Common assessments have been developed and are continually modified based on assessment results. Assessment results are shared with parents at the end of each unit and summatively at the end of each trimester. Individual parent conferences and IEP meetings include a thorough discussion of all assessment results.

Utilizing grade level and individual assessment results is an integral part of the implementation of our Response To Intervention (RTI) Model. Small teams, consisting of classroom teachers, special educators and data specialists, meet every two weeks to review and analyze the data. This data and information is then shared on a larger scale every six weeks with the building RTI team (principal, psychologist, reading and math specialists, special education and general education teachers). The RTI building team works with teachers to identify strategies and interventions to use with individual students. The team reconvenes on a regular basis to monitor the success of the interventions and strategies and make adjustments as necessary.

The Grafton School District has posted the state report card for each school in the newspapers and on the

school district web site. WKCE results are also published in the newspaper and in the district's annual report. WKCE results are also mailed home to each parent and discussed at parent/teacher conferences.

MAP results are discussed with parents in October and May. The October results are shared at parent/teacher conferences. At these conferences, parents play an important part in the goal setting for their children. The fall test results are used to establish a spring growth target. Spring assessment results are shared to document the success rate of students attaining their growth targets.

WKCE, MAP and all other assessment results are reviewed and analyzed collaboratively at the administrative team level including superintendent, principals, director of curriculum and instruction, academic coaches and the director of special education. The principal meets with the school board regularly for a thorough discussion of building goals, continuous improvement plans and a summary of communication plans with parents and the community. School performance data is also shared at the building level when the principal and teachers meet monthly with the school's parent teacher organization. Additional informational meetings are held with parents as necessary (e.g., the state report card meeting).

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

Continuous learning is an essential component of our professional learning community. The staff is committed to learning and exploring best educational practices to use with students. Most recently we have sent teachers for training in Six Traits Writing and the Reading Workshop. Six Traits attendees provided training and materials to the entire GES staff and to other schools within the district. Staff who attended the Reading Workshop at Columbia University provide summer and monthly in-service training to all K – 5 teachers in the district.

To assist in the implementation of the Reading Workshop, a literacy team was created at GES. The team met monthly to do research, gather information, provide training to staff, lead book studies (Daily Five, Café) and offer a variety of resources for teachers.

Our assistive technology team meets regularly with teachers in Grafton, Ozaukee County and southeastern Wisconsin. Presenters are brought in, information is shared, and training is provided to teachers in all of our schools. Some of the topics of recent trainings include: sensory motor, autism, and training for special education aides. One of the most unique trainings occurred for local dentists on self-regulating strategies.

A staff member attended non-violent crisis intervention training in Colorado. That staff member is now a certified trainer in the approach developed by the Crisis Prevention Institute (CPI) and has brought her expertise back to Grafton. She has provided weekend training sessions to staff members from each of the Grafton schools to put all of our schools in compliance with a new Wisconsin law regarding the restraint of students.

The hearing impaired teacher for the Grafton School District is housed at GES. Our teacher provides professional development to interpreters throughout the district. We also have strong ties to local universities. Our staff is often partnered with interns from the University of Wisconsin – Milwaukee and Milwaukee Area Technical College.

Successes are celebrated at staff meetings, in school board presentations, in weekly news to parents and on our school's website. As a staff of life-long learners, we strive to explore every opportunity to enhance our teaching and maximize our students' learning.

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

Grafton Elementary School understands the importance of having the community and parents actively involved in the educational process. We believe in a philosophy that engages all groups and creates a partnership in education. We have initiated several programs to foster this philosophy.

Our successful business partner program started about ten years ago. Each class is paired with a local business. The business owner meets with the class monthly either at school or at the business site. The children learn about the business operations and the program allows the business owners to experience and participate in the education of Grafton's students.

With family involvement, student achievement and positive behavior increase significantly. We actively seek parent volunteers throughout the year. Fifty to sixty volunteers come once or twice a week to work with individuals or small groups. Volunteers work on basic math skills, reading fluency, reading comprehension or any skills with which students might need some extra help.

We also work with the community to offer experiences our students wouldn't normally get in the regular school day. For example, people in our community offer classes in Spanish and sign language either before or after school. Community members also share their expertise with a chess club after school. During the cold winter months of January and February, the teachers and community members share fun-filled experiences with the children in a program called Winter Adventures. Children are able to select from different activities in this after school program. Some choices include photography, Harry Potter Mania, or a physical activity such as basketball or volleyball.

Because our elementary school is connected to our high school, we have high school students involved in the education of our students. Twenty junior and senior volunteers come to the elementary school to work with students throughout the year. Many are former students who remember the positive experience they had while attending GES.

Most importantly, the staff at Grafton Elementary understands and believes that in order to educate and develop the character of each student the staff, the parents, and the community must work together. For this reason, we strive to involve our parents and community as much as possible in the education of the children of Grafton.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

At Grafton Elementary School, the staff embraces the belief that every student has the right to learn at high levels. Teachers, staff and parents work hard to empower students to guide their instruction and become active participants in the learning process. Curriculum and Instruction are designed to be rigorous and relevant, with an emphasis on collaborative practices that support the Professional Learning Community framework adopted by the district. Systems are in place within the building to help students who need enrichment to stay engaged in the learning process, and also to provide support to students who struggle and need additional instruction to master the curriculum.

Core curriculum is modeled around the Wisconsin Academic Standards and the Common Core State Standards. The curriculum is designed to be not only rigorous but also highly engaging to students through the use of constructivist practices and workshop models that facilitate problem solving and team work. Clear learning targets have been established in all curriculum areas so that students, teachers and parents can effectively communicate about what students should know and be able to do. Grade level benchmarks have been identified to help teachers and students monitor short term progress and make adjustments to the instructional program.

The reading and math instruction helps prepare students for success in all areas of the curriculum by providing foundational skills aligned with the Common Core State Standards for Math and English Language Arts. Through a Reading and Writing Workshop approach, students are able to become avid readers, writers and inquirers. Large blocks of uninterrupted time are devoted to helping students engage deeply with literature, discuss their reading and receive explicit skill instruction. Every student is nurtured to grow as a confident and fluent reader. The Everyday Math program provides students with a spiraling curriculum that emphasizes early algebraic thinking and the development of number sense. Through the acquisition of these critical skills, students are able to make connections between math and the world around them and extend their mathematical thinking to all areas of the curriculum.

Science and social studies instruction is based on conceptual units aligned to the Wisconsin Model Academic standards. Through an inter-disciplinary approach, concepts are taught across the curriculum with a targeted emphasis on the continued development of the student as a reader and writer. Special attention is given to inquiry based practices that encourage higher level thinking skills designed to help students think and act as globally responsible citizens.

Music, art and physical education provide students with experiences designed to address the state standards through performance and project based learning. The music curriculum is focused on exploring basic music skills through vocal and instrumental expression. The art curriculum involves students in the study of art genres, art history and the introduction of prominent world artists. The physical education curriculum helps students to develop healthy habits around physical activity, proper nutrition and the respect and care of the body.

The library media and technology curriculum is based on the National Educational Technology Standards for learning and teaching in the digital age. These best practices help students improve higher order thinking skills, prepare students for an ever changing world and help to guide student-centered, project based and on-line learning environments.

All Grafton Elementary School curricula is designed to provide a comprehensive approach to educating the whole child while also helping each child reach his or her individual potential through differentiation and flexible grouping. The written, communicated and taught curriculum provides consistency across the

grade levels while the fidelity in implementation provides the structure for solid teaching and learning across the building.

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

Grafton Elementary School teachers provide balanced literacy instruction to all students through a workshop framework that includes reading, writing, and word study. During the 135 minutes devoted to reading and writing instruction each day, K-5 teachers model and students practice a comprehensive selection of reading and writing strategies. Utilizing interactive read-alouds, shared, guided, and independent reading experiences, students build fluency, stamina, and strategic reading habits. Writing skills are developed through the study of mentor texts, teacher modeling, and practice. Additionally, students develop strong word knowledge skills through a word study component. Grades K-3 use Phonics by Fountas and Pinnell and grades 4 and 5 use Words Their Way to develop rich vocabularies important to their development as readers and writers.

The curriculum is built around the Fountas and Pinnell Continuum of Literacy Learning and the work of Lucy Calkins, whose Units of Study for Reading and Writing guide the core lessons taught to all students and are presented as mini lessons. Teachers differentiate instruction through small guided reading groups, strategy and skill groups, as well as in one-on-one conferences. Teachers have received training from Teacher's College Reading and Writing Project in the implementation of the Reading Workshop. All teachers continue to develop extensive classroom libraries and utilize Library Media Center (LMC) materials for small group instruction and independent reading resources. A shared school bookroom has been created to provide further means of support.

In addition, students are informally assessed on a regular basis and formally assessed at specific times to monitor their progress and guide instructional decisions. Kindergarten students are assessed on the Phonological Awareness Literacy Screening (PALS) and NWEA Map for Primary Grades. Students in Grades 1-5 are assessed on the Fountas and Pinnell Benchmark Assessment System and NWEA MAP/MAP for Primary Grades. These assessments provide information on students' reading fluency, word accuracy, and levels of comprehension. Common grade level assessments also provide valuable information on students' progress towards meeting learning targets. Data gathered from these measures is analyzed, tracked, and discussed regularly with the classroom teachers, reading specialist and building principal. When necessary, students are placed in intervention classes which utilize resources such as Leveled Literacy Intervention, RAZ-Kids™, and Achieve 3000. Grafton Elementary School has one full-time Reading Specialist providing intervention services for students who are either below or exceeding grade level expectations.

## **3. Mathematics:**

Grafton Elementary School presently uses the Everyday Math curriculum developed by The University of Chicago Mathematics Project. This series was chosen because of the emphasis on a variety of learning styles which incorporates hands-on activities and large group, small group and individual instruction to support students' needs. Everyday Math develops a deeper conceptual understanding of mathematical algorithms, real world problem solving and the application of mathematical language.

Through the use of interactive whiteboards, teachers act as facilitators enabling students to learn through engaging lessons which meet the needs of the 21st century learner. Our computer lab allows the students to access the Everyday Math website and use District purchased software to reinforce learning. Teacher web pages provide further support with links to websites.

Student progress is monitored through a variety of assessments, teacher observation, and MAP tests which are administered three times per year. Based on these results, we are able to differentiate instruction to best meet student needs. Students at risk receive small group instruction within the

classroom and additional instruction with our building math specialist. In addition, a block of time called SAIL (Students Achieving in Learning) has been scheduled for all grade levels occurring three times per week for thirty minutes. During SAIL, students receive support and enrichment facilitated by classroom teachers, aides, administrators and volunteers. After six weeks, student goals are reviewed and new SAIL groups are established. The District RTI plan also monitors students' needs and progress.

High achieving math students have the opportunity to participate in Continental Math League. This national program provides experiences that are designed to maximize student opportunities to participate in and improve problem solving capabilities. Each week a parent volunteer meets with students to work through practice problems. Students then participate with other students in the same grade level from across the United States by taking a written assessment five times per year. Test results are then ranked nationally. Students are focused and challenged to be life-long mathematical thinkers through integration of technology, enrichment, on-going assessments and additional math support.

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

In addition to our strong academic focus, GES believes in the importance of developing our students' character and citizenship skills. The Six Pillars of Character program is infused and integrated in every part of a Grafton Elementary School student's day. The Pillars are: Responsibility, Respect, Fairness, Caring, Trustworthiness, and Citizenship. The character program is embraced and executed by teachers, parents and staff and the traits are embedded in the school community's language, actions and curriculum. The program has been featured in the local paper multiple times.

The character program is comprised of six week blocks, each of which focuses on a designated trait. A whole school assembly kicks off each new trait and demonstrates the behaviors and attitudes that are part of the trait. Assemblies include a message from the principal, student presenters, video clips from hit movies that tie in with the trait, student poster demonstrations, student songs that reinforce the definition of the trait, and the recitation of the school's character pledge.

Students work toward earning character tickets for each character trait. The tickets can be given by staff members around the school when they see the children exhibiting that behavior. For example, the music teacher will give students a ticket for the Caring trait when she sees them pick up papers and straighten them for the class. As students earn character tickets they are placed in a container in each homeroom. At the end of each six week period homeroom teachers select names out of the containers and award classroom prizes.

Throughout the six weeks there are multiple activities and lessons revolving around the designated character trait. Teachers design lessons to reinforce the pillars in the homeroom and buddy classes engage in activities that pertain to the trait. As a result of the character program GES students learn valuable lifelong traits. The education goes beyond state standards and teaches leadership skills. The character program creates a productive learning environment and provides a sense of community among students, families and staff at Grafton Elementary School.

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

The Mission Statement of Grafton Elementary School is: As part of the Grafton Learning Community, we will help each student to maximize his or her potential while fostering a nurturing learning environment that promotes a foundation for lifelong learning, a positive self-image, a sense of citizenship, and an acceptance of diversity.

The teachers at Grafton Elementary School understand and uphold the school's Mission Statement each day with the delivery of instruction in the classroom. Through the use of best practices in all learning environments, all learners' needs are met and standards are achieved. Best practices in the classroom

include differentiated instruction, strategy grouping, Response to Intervention (RTI) and inclusion of children with special needs. Small group, one-on-one learning and access to technology resources benefit all learners.

All classrooms at Grafton Elementary School from kindergarten to fifth grade provide opportunities for small group, strategy grouping, and one-on-one instruction. Teachers include more effective and supportive instruction for students encountering difficulties as well as providing opportunities for high level learners. Small group instruction and strategy grouping for accelerated students maximize their learning potential as well.

Classroom teachers and special education specialists assess student achievement through ongoing assessments, progress monitoring, and universal screeners. Student results are interpreted and may precipitate the need for further differentiated instruction. This systematic delivery model of instruction maximizes student learning. Research based interventions supported by the Response to Intervention (RTI) model are implemented. Data collected through on-going assessments provide valuable information as to the effectiveness of the interventions. The RTI practices provide for special education identification and systematic implementation of research based interventions (an example being the *Fountas & Pinnell* Leveled Literacy Intervention). In addition we have increased the number of classrooms that include co-teaching between regular and special education staff.

Technology devices and specialized software provide support and success for the inclusion of children with special needs in the general education classroom. Programs such as Kurzweil 3000, Clicker 5, Google Chrome Apps and sound reinforcement systems allow learners to be fully engaged in the classroom. It is the belief of all staff at Grafton Elementary School that these instructional methods promote the foundation for lifelong learning and an acceptance of diversity.

## **6. Professional Development:**

Grafton Elementary School is committed to providing ongoing learning opportunities for teachers and other educational personnel. High quality professional learning opportunities have contributed to the success experienced by staff in meeting the educational needs of all students.

The School District of Grafton provides an inclusive mentoring program to all new teachers. New teachers are carefully paired with experienced and highly trained mentors who meet with them on a weekly basis. These meetings begin with acclimating to school routines and expand into focused discussions on best instructional practices. New teachers and mentors attend classes in literacy, differentiation, and assessment provided by the Southeastern Wisconsin New Teacher Project.

Our District focus on literacy has provided multiple professional opportunities for staff. Some of those learning opportunities include participation in: a four day Reading Workshop training with Columbia Teacher's College Reading and Writing Project; district in-service on the core standards, district grade level collaboration team meetings, building team meetings, and book study groups.

Our building literacy team provided staff with literacy resources, a reference library and specific strategies for all learners. Team-led book study groups focused on literacy experts like Lucy Calkins, Irene Fountas, Gay Su Pinnell, Gail Boushey and Joan Moser.

The strategic use of technology has been a focus of our staff development. Teachers have received training in the use of SMART Boards, iPads, netbooks, Kurzweil 3000, Achieve 3000 and Google Docs. Staff are becoming experts with these technological tools and are providing training and in-service opportunities to staff throughout the district.

Staff is routinely encouraged to participate in workshops that contribute to school and district goals. After attending the workshops teachers report at staff meetings and mini in-services. In addition they provide

training to staff members throughout the Grafton School District and to other schools in southeastern Wisconsin.

## **7. School Leadership:**

With the arrival of our current principal fifteen years ago, the leadership style of Grafton Elementary School shifted significantly. We became a school community where leadership responsibilities are now shared among everyone who works within the building. A school leadership team was created with the purpose of promoting communication among all school personnel while addressing the needs and concerns of the entire educational community. This main leadership team, consisting of eight representatives, meets monthly to discuss and make decisions regarding curriculum, student programming/assessment, instructional practices and staff development. Representatives from the team report out and gather input from sub-committees which involve all personnel.

GES has become a professional learning community where the main focus of teacher meetings includes reviewing assessment data and planning instruction. Grade level building teams now meet weekly and district teams meet monthly to share and learn together. Data is analyzed and instructional targets are designed to meet the specific learning needs of students.

Various teachers have become teacher leaders providing staff development and peer coaching to colleagues. An example is how teacher leaders came forward to begin implementing a Response To Intervention (RTI) program. The purpose of the program focused on helping the lowest students in grades K-2. Today, the RTI program, named SAIL (Students Achieving in Learning), has grown to include all K-5 students from low to high abilities and provides additional RTI time.

As a very visible leader, the principal spends time with teachers and students daily to observe all of the activity within the school. His expectations are high for everyone as he encourages the staff and students to challenge themselves to excel in the classroom. He has led the staff through many changes from Six Traits Writing and Everyday Math to the new Reading Workshop. Through it all, he continues to value the knowledge and professionalism of the staff as they implement new and creative ideas.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WSAS (WKCE)

Edition/Publication Year: 2011-12 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient and Advanced	74	80	74	73	71
Advanced	13	11	13	15	24
Number of students tested	69	46	46	41	42
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	6	3	1	0
Percent of students alternatively assessed	0	13	7	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	67	Masked	Masked	Masked	Masked
Advanced	17	Masked	Masked	Masked	Masked
Number of students tested	12	6	4	6	3
<b>2. African American Students</b>					
Proficient and Advanced	Masked			Masked	
Advanced	Masked			Masked	
Number of students tested	2			1	
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	0
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	3	5	2	2	
<b>4. Special Education Students</b>					
Proficient and Advanced	53	93	60	Masked	Masked
Advanced	13	7	5	Masked	Masked
Number of students tested	15	14	20	7	9
<b>5. English Language Learner Students</b>					
Proficient and Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	4		2	
<b>6. Asian</b>					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	4	2	2		2
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: WSAS (WKCE)

Edition/Publication Year: 2011-12 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient and Advanced	88	75	79	72	62
Advanced	27	17	15	26	19
Number of students tested	48	48	48	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	1	0	2
Percent of students alternatively assessed	15	8	2	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	7	7	3
<b>2. African American Students</b>					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			1	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	5	1	2		
<b>4. Special Education Students</b>					
Proficient and Advanced	86	60	Masked	30	Masked
Advanced	36	15	Masked	10	Masked
Number of students tested	14	20	9	10	9
<b>5. English Language Learner Students</b>					
Proficient and Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		3		
<b>6. Asian</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	1
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13W15

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: WSAS (WKCE)

Edition/Publication Year: 2011-12 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient and Advanced	69	54	60	55	50
Advanced	19	15	12	13	12
Number of students tested	48	48	48	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	1	0	2
Percent of students alternatively assessed	15	8	2	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	7	7	3
<b>2. African American Students</b>					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			1	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	5	1	2		
<b>4. Special Education Students</b>					
Proficient and Advanced	64	35	Masked	0	Masked
Advanced	21	5	Masked	0	Masked
Number of students tested	14	20	9	10	9
<b>5. English Language Learner Students</b>					
Proficient and Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		3		
<b>6. Asian</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	1
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13W15

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WSAS (WKCE)

Edition/Publication Year: 2011-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient and Advanced	75	79	69	67	81
Advanced	20	25	31	19	38
Number of students tested	51	48	49	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	2	0
Percent of students alternatively assessed	6	4	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	7	4	5
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		1	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	2			2
<b>4. Special Education Students</b>					
Proficient and Advanced	60	Masked	27	33	60
Advanced	15	Masked	0	8	0
Number of students tested	20	9	11	12	10
<b>5. English Language Learner Students</b>					
Proficient and Advanced	0	Masked			
Advanced		Masked			
Number of students tested		2			
<b>6. Asian</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	2	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13W15

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WSAS (WKCE)

Edition/Publication Year: 2011-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient and Advanced	45	65	59	54	65
Advanced	12	15	14	10	29
Number of students tested	51	48	49	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	2	0
Percent of students alternatively assessed	6	4	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	7	4	5
<b>2. African American Students</b>					
Proficient and Advanced	Masked	0	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	1		1	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	2			2
<b>4. Special Education Students</b>					
Proficient and Advanced	20	Masked	18	8	30
Advanced	5	Masked	0	8	10
Number of students tested	20	9	11	12	10
<b>5. English Language Learner Students</b>					
Proficient and Advanced		Masked			
Advanced		Masked			
Number of students tested		2			
<b>6. Asian</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	2	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13W15