

# **Schools Identified For Improvement**

## **School Profiles**

**July 11, 2003**

## District: Augusta School District

### District's Self-reported Efforts to Improve Achievement:

The following narrative outlines the process implemented by the Augusta School District to improve math scores in the Augusta Middle School, listed as needing improvement due to Math achievement.

- I. Prior Assessment
  - A. When 8<sup>th</sup> grade students were in 7<sup>th</sup> grade two assessments were administered for diagnostic and achievement purposes.
  - B. An item analysis was completed by the math teacher and individual improvement plans were developed.
  - C. Each student's skills were categorized as:
    - a. Skills mastered and requiring minimal review
    - b. Skills needing instruction and review
    - c. Skills needing re-teaching and more review
- II. Additional areas addressed
  - A. Test taking tips
  - B. Learning necessary vocabulary
  - C. Using various formats and graphic organizers to illustrate answers
- III. Implementation of individual student plans
  - A. Regular math class periods
  - B. Five scheduled Parent/Student work nights
  - C. Small group or individual tutoring
    - a. Prior to school 7-8:00
    - b. During lunch time
    - c. After school 3-4:00 and around middle school sporting events
    - d. Phone calls home to report progress, answer questions, provide Information
  - D. Materials were provided by the teacher to work at home
  - E. Close monitoring of assignments and progress

The Augusta School District has also had a CESA 10 Academic Program Review of the K-12 Mathematics curriculum, visited with teachers from other districts with successful math programs, and created a district Mathematics Coordinator Position that will develop and implement a similar diagnostic and individualized program for the district.

### *School: Augusta High School*

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 41

## **District: Beloit**

### **District's Self-reported Efforts to Improve Achievement:**

The School District of Beloit's five year strategic plan acknowledges increased student achievement as the #1 target. There has been special emphasis on literacy (reading and writing) for the past two years and the district has begun to initiate a targeted plan for increasing mathematics achievement. Intensive professional development at the elementary level has centered on deepening teacher knowledge in the area of reading. Each month teachers and principals continue learning about best practices in an integrated reading program that includes the components of read aloud, shared reading, guided reading, and independent reading. Implementation of these best practices is monitored and evaluated by staff through frequent district assessments and team review of all pertinent data.

All of our schools have used data retreats to analyze district and individual school student achievement results. Schools then prepare site level achievement plans to increase student achievement. Wright School, a DPI designated school in need of improvement, has followed the district approach for improvement. Wright's site plan specifically provides for extensive staff training, implementation of research-based best practices in literacy, specific measurable objectives, parent support and involvement, and extended learning activities in after school programming opportunities.

### ***School: Wright Elementary School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 72

## **District: Central City Cyberschool, Milwaukee**

### **District's Self-reported Efforts to Improve Achievement:**

The Cyberschool is committed to increasing student academic performance. For the 2003-4 academic year, the Cyberschool staff has adopted a new literacy program -- *Open Court Reading*, a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies. Reading fine literature is one of the founding principles of *Open Court Reading*. We believe that as Cyberschool students read classic and contemporary literature, the reading experience will move them toward independent, self-directed learning. Extensive professional development beginning in August will help Cyberschool teachers successfully implement Open Court Reading.

Also, beginning this fall, 2003-04, the Cyberschool was funded to operate an extended day program. This before- and after-school 21st Century Community Learning Center (CLC) will provide Cyberschool students and their families with academic enrichment, including tutoring and homework help, as well as youth development activities such as art, music, recreation, and technology programs designed to improve student achievement. CLC programs will support classroom-based efforts with a strong academic focus, designed to meet the needs of students who are most at risk of academic and social failure.

## **School: Central City Cyberschool, Milwaukee**

### **Identification Level: Level 2**

#### *Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

#### *Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

### **School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** N/A

## **District: Green Bay Area**

### **District's Self-reported Efforts to Improve Achievement:**

The Green Bay Area Public School District has been working with Ft. Howard staff and administration to improve the school's status. Staff has adjusted programs and refined what is being taught at each grade level. Staff development has been expanded and focused on literacy. After school programming has been expanded with an extensive tutoring program to ensure student success. Entering Kindergarteners will be participating in summer school during the month of August to get them ready for the upcoming school year.

### ***School: Fort Howard Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

### **School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 89

## **District: Kenosha**

### ***School: Bain Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 69

**School's Self-reported Efforts to Improve Achievement:**

A collaborative examination of Bain's academic history and academic status has been completed within the last 5 months in order to develop Bain's future academic goals based on the academic needs dictated by current data. A plan has been established and is being implemented to address those needs. The plan includes the following:

- A collaborative program that expanded summer school 2003 by an additional 2 hours per day, Monday through Thursday, for enrichment through the Arts and test preparation using Test Ready and Scoring High.
- An additional 3 hours of summer school has been allocated for getting students ready for Kindergarten where approximately 20 pre-school students are attending the sessions.
- A team has been established to rewrite Bain's School Improvement Plan and Action Plan as dictated by current date.
- Acquisition of the comprehensive portion of "Direct Instruction" to complete Bain's Reading Program has been accomplished.
- Acquisition of "Data Master (assessment software)" to document and analyze "Direct Instruction" results.
- Grade level restructuring to balance instructional strengths with areas of challenge based on students' academic needs as dictated by current data.
- On-going staff/professional development in the areas of reading, math, science, technology and behavior management has been scheduled starting August of 2003 and throughout school year 2003-2004 for staff and parents.

### ***School: Hillcrest High School***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:****Title I School:** No**Free and Reduced Lunch Percentage:** 69**School's self-reported Efforts to Improve Achievement:**

Hillcrest School, as part of the Kenosha Unified School District (KUSD), offers two alternative educational opportunities to respond to the needs of struggling learners. The TIME Program (Total Interagency Model for Education) is designed to meet the needs of students with special education needs as KUSD's most restrictive environment for students with special needs. To offer the TIME Program, Kenosha Unified School District collaborates with the Kenosha County Department of Children and Family Services (KCDCFS) and Community Impact Programs and Professional Services Group, a not for profit social service agency. Students are enrolled in the TIME Program on a temporary basis. The KCDCFS refers students to TIME as they return to their homes from a court appointed placement out of their home; such as, juvenile corrections, residential treatment, treatment foster care, or some psychiatric facility. KUSD places students in the TIME Program when their educational needs cannot be met in less restrictive environments. TIME offers an opportunity for struggling learners to gain intensive support. In a wrap around service manner young people are offered services to enable them to develop skills necessary to lead happy, successful, and productive lives. When students have been stabilized they are placed in less restrictive environments.

The Bridges Program offers students who have been expelled from Kenosha Unified School District an alternative educational opportunity. Students of the Bridges Program may have similar struggles in school and the community as the students of the TIME Program; however, they are generally students who have not been identified as having exceptional education needs. The Bridges program is also collaboration between Kenosha Unified School District, Kenosha County Department of Children and Family Services, and Community Impact Programs and Professional Services Group. Students attend the Bridges Program for the duration of their expulsion and are then placed back in their home schools.

**ACTION PLAN**

To address the unique needs of the students of the TIME and Bridges Programs the Hillcrest School Action Plan includes three main goal areas for growth: (1) To create Professional Development Opportunities for staff in order to increase student insight about and improvement of behavior (2) To Provide Professional development opportunities in the area of Language Arts in order to improve student language arts skills and (3) To Provide Professional Development opportunities for staff in the area of Service Learning in order to enhance student skills through authentic learning opportunities.

The Hillcrest School Action Plan identifies student performance in language arts and behavior in school as major areas of needed growth. Professional development to address these needs is planned purposefully in response to the identification of such need. As a result, Professional Development for the 2003-04 school year will focus on training in Life Space Crisis Intervention and Service Learning. Professionals from the above institutions will provide ongoing training. As a professional Learning Community, Cadres have formed to study student language arts needs closely. Cadres will research best practices and develop action steps for the implementation of more effective instruction to meet those needs. Student performance is assessed continually and teacher growth is supported and enhanced through purposeful professional development.

## **District: Madison Metropolitan**

### **District's Self-Reported Efforts to Increase Achievement:**

To meet the goal of "100% graduation" the Madison Metropolitan School District (MMSD) needs to provide a mix of educational choices as diverse as the students and families it serves. The Alternative Education system is designed to give a wider range of appropriate education options to students. These alternatives provide a continuum of choices that allow students to develop skills and successfully transition to their next learning environment, whether that is a regular education classroom, another alternative, a post-secondary program or the adult working world.

### ***School: Accelerated Learning Academy High School***

**Identification Level:** Level 2 Continued

*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

### **School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 40

**Note:** The academy is an alternative school that serves 15 students.

### **School's Self-reported Efforts to Improve Achievement:**

Accelerated Learning Academy (ALA) offers an alternative to regular school placement. ALA is a small, personal, and supportive program intended for students who have begun to fall behind academically.

ALA is built on three principles:

1. A well defined purpose;
2. The school community (which includes parents) makes most of the important educational decisions, takes responsibility for implementing those decisions, and for the outcomes of their decisions;
3. The school builds on student strengths.

In an accelerated school there is an emphasis on school work that challenges students to think in creative ways. If a student is behind in a subject the pace of learning is increased, rather than the student being placed in a slower curriculum. This new way of thinking about school is being used in over 1,000 schools across the United States. Being an accelerated school creates a challenge to teachers, students, and parents. Students enroll in ALA for one or two years, and then return to their regular school or another alternative program.

## **District: Menominee Indian**

### **District's Self-reported Efforts to Improve Achievement:**

- Added two new positions in Title Math & Reading.
- We will continue to offer tutoring during & after school.
- We are in year 4 of the implementation of our Educational Improvement Plan which includes: an Instructional Model, ongoing curriculum alignment and activities, continuous improvement in our teaching methods, a discipline model for k-12 (all are researched based & based on best practices).
- We will be implementing a new program called Class Works Gold for math and language arts. This supplemental computerized program helps address individual needs and has ongoing assessments.
- We also have a Corrective Reading Program by SRA that our middle school teachers will be trained in. This year we will be putting together a district-wide reading plan that will give us better continuity and effective across the board.
- We will be implementing Student Education Profiles (SEP) K-8. These assessments and interventions will allow us to better address our students' educational needs.

### ***School: Menominee Indian Middle School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 92

## **District: Milwaukee**

### **District Self-reported Efforts to Improve Achievement:**

The Milwaukee Public School system is working closely with schools Identified For Improvement to assist them in moving all students toward high academic achievement. District-wide, schools have benefited from the Comprehensive Literacy initiative which, emphasizes reading and writing across the curriculum and employs the Literacy Coach model to deepen the understanding and teaching of reading and writing techniques. A number of different strategies based on district initiatives are being employed at schools identified for improvement and MPS has increased the level of technical assistance available to these schools to help them successfully implement these programs. Although some schools have struggled with requirements under the No Child Left Behind Act the majority of schools, even those identified for improvement, have made progress in improving student achievement. In fact, this year eighteen MPS schools successfully removed themselves from identified for improvement status. MPS will continue to work with schools identified for improvement to improve student achievement and pursue initiative that spur increased achievement in reading and math and across the curriculum.

### ***School: Aurora Weier Educational Center***

#### **Identification Level:** Level 1

##### *Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

##### *Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

#### **School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 58

**Note:** Aurora Weier is a bilingual high school serving children at risk and behavioral reassignment students. It is a private school with which MPS contracts.

### ***School: Bay View High School***

#### **Identification Level:** Level 2 Improved

##### *Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

##### *Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

#### **School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 67

### ***School: Bell Middle School***

**Identification Level:** Level 3*Definition:*

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 73

**School's Self-reported Efforts to Improve Achievement:**

Alexander Graham Bell Middle School has made significant strides in increasing scores in all academic areas. All students tested above the state standards in Math and Reading except the subcategory of Special Ed. We continue to utilize the *Accelerated School Process* where all students have gifts and talents including Special Education students. We participate in a *SMILE* (Strategies and Models to Improve Learning through Effective data use) grant. We are incorporating an AP Pilot course in Math and English for the coming school year. We are aligning the curriculum to meet the needs of all students, including special education. Students are involved in SAT, PSAT(for middle schools), peer mediation, Best Friends, Best Men, Teens Who Care, and tutoring. We have a partnership with M.A.T.C. in Industrial Arts. Bell was named among the "100 Most Wired Schools in America" by *PC Magazine* two years in a row.

***School: Benjamin Carson Academy of Science*****Identification Level:** Level 2 Improved*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 85

***School: Bradley Technology and Trade High School*****Identification Level:** Level 2*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04.

All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:****Title I School:** Yes**Free and Reduced Lunch Percentage:** 63***School: Bryant Elementary*****Identification Level:** Level 3***Definition:***

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

***Sanctions:***

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:****Title I School:** Yes**Free and Reduced Lunch Percentage:** 89**School's Self-reported Efforts to Improve Achievement:**

Bryant School has made numerous changes within our learning community to address the needs of improvement in the areas of math and reading. Our learning team, along with additional staff, have observed at various MPS sites gathering best practices/strategies and viewing comprehensive school plans.

Staff meetings and grade level meetings have been adjusted for more effective teacher collaboration. With the help of Ron Carr, we have aligned our math and reading objectives at all grade levels to the WKCE. During the 2002-03 school year, we implemented literacy "block scheduling." An uninterrupted block of time from 9:30 to 11:30, allowed teachers, specialists, assistants, parents, volunteers, and others, to focus on reading, writing, and math, giving individual and small group attention. The principal along with sixteen teachers took the Balanced Literacy Course through UW-Milwaukee. Target Teach was implemented during the 2002-03 school year. A monthly Parent Book Club was started this school year with much success. A tutoring collaborative was started with John Muir Middle School and Vincent High School.

School administrators and staff will participate in Direct Instruction training in August of 2003 for implementation during the 2003-04 school year. We are currently reviewing math series for possible adoption.

***School: Carleton Elementary*****Identification Level:** Level 2 Improved***Definition:***

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

***Sanctions:***

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 89

***School: Cass Street Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 91

***School: Congress Elementary***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 77

***School: Douglas Community Academy***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 90

### ***School: Educational Possentem***

**Identification Level:** Level 1

**Definition:**

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

**Sanctions:**

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 57

**Note:** Educational Possentem is a private school with which MPS contracts.

### ***School: Eighty-First Street Elementary School***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 75

### ***School: Fifty-Third Street Elementary***

**Identification Level:** Level 1 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 76

***School: Forest Home Avenue Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 91

***School: Fritsche (LEAP)***

**Identification Level:** Level 2 Continued

*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 82

**Note:** This is a private school with which MPS contracts.

***School: Gaenslen Elementary***

**Identification Level:** Level 2

*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 80

### ***School: Garfield Avenue Elementary***

**Identification Level:** Level 2

*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 91

### ***School: Global Learning Center***

**Identification Level:** Level 2

*Definition:*

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 88

### ***School: Goodrich Elementary***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04. All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 70

### ***School: Grand Avenue Middle School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 92

***School: Grand View Alternative High School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 49

**Note:** Grand view is an alternative school that serves at risk students. It is a private school with which MPS contracts.

***School: Granville Elementary School***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 96

***School: Hamilton High School***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 48

***School: Hopkins Street Elementary***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 96

***School: HR Academy***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 48

**Note:** HR Academy is an alternative school open to students who are at risk. It is a private school with which MPS contracts.

***School: Juneau High School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 67

***School: Kagel Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 95

***School: Kilmer South Alternative High School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04. All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 54

**Note:** Kilmer South is an alternative school that serves at risk students, who have attendance and/or academic problems, get back on track.

***School: Kosciuszko Middle School***

**Identification Level:** Level 3

*Definition:*

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or

school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 96

**School's Self-reported Efforts to Improve Achievement:**

Kosciuszko Middle School is a work of art in progress. A rich culture and a dedicated staff are critical elements in our quest for success. The staff and students have worked diligently to enhance achievement and some progress has been noted. However, as a school identified for improvement, it is necessary to continue to improve teaching and learning, improve attendance and increase participation in testing. The following strategies have been developed and will be implemented in the coming year in order to enhance student achievement.

Block scheduling – 88 minute class periods with a daily math block that will allow greater focus in all academic areas.

Math and Reading – new texts in both areas have been selected that focus on skill remediation and acquisition and that are aligned to the State Standards.

Target Time – a daily program that targets achievement in reading comprehension, writing, basic math operations, timed test taking and efficacy.

In addition, Effective Schools will continue to provide staff development and support through a comprehensive school reform grant which began in 2002 and will continue through 2005. Funds received through this grant provides staff training as well as varied opportunities and materials for students.

Community and parental support have increased and will continue to lend support and structure to continued improvement at Kosciuszko Middle School.

***School: Learning Enterprise of Wisconsin***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 46

**Note:** Learning Enterprise is an alternative school that serves at risk and behavioral reassignment students. It is a private school with which MPS contracts.

***School: Lloyd Street Elementary***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from

the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 84

***School: Loyola Academy***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 49

**Note:** Loyola Academy is a private school with which MPS contracts.

***School: Madison High School***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 72

***School: Malcolm X Academy***

**Identification Level:** Level 3

*Definition:*

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or

school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 95

**School's Self-reported Efforts to Improve Achievement:**

Although Malcolm X Academy is on the schools identified for improvement list we believe that we are well on our way to meeting and exceeding the federal and district achievement guidelines. We have implemented an extended day program, which allows each student to receive assistance with homework and participate in safe and organized after school programming. Students also participate in research-proven direct instruction reading and math programs and the MPS administration is providing on-going staff training to improve teaching strategies. Teachers closely monitor each child's academic performance to guide instruction for more personalized teaching and learning and a Family Resource Coordinator has been added to the school's staff to help meet the needs and concerns of families. Sixty-four percent of the students in this year's sixth grade class were proficient in reading, surpassing the state requirement of 61percent. In addition, eight grade WKCE reading scores went from 15 percent proficient in 2001 to 33 percent proficient in 2003. These are just a few examples of accomplishments and on-going strategies Malcolm X Academy is using to increase the achievement levels of all students.

***School: Maple Tree Elementary***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 93

***School: Marshall High School***

**Identification Level:** Level 3

*Definition:*

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 73**

**School's Self-reported Efforts to Improve Achievement:**

The 2002-2003 school year at Marshall High School has been successful in the following areas: parental involvement, WCKE results and honor role statistics as it relates to students improving academically.

The percentage of increase for parental involvement is as follows:

2001-2002 = 1,006

2002-2003 = 1,316

The percentage of increase is 30.8% for the school year 2002-2003.

The results from the 2002/2003 WKCE demonstrated targeted improvement as exhibited with the following chart:

	2001-02	2002-03	Difference	Year to Year Growth Rate
Reading	15%	23%	+8%	+53%
Language	14%	20%	+6%	+43%
Math	2%	9%	+7%	+350%
Science	4%	5%	+1%	+25%
Social Studies	14%	9%	-5%	-55%

In conclusion Marshall High School clearly demonstrated improvement during the 2002-2003 school year.

***School: Metropolitan High School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 74**

***School: Milwaukee Education Center***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 86**

## ***School: Milwaukee Spectrum School***

**Identification Level:** Level 3

**Definition:**

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 48

**Note:** Milwaukee Spectrum is a private school with which MPS contracts.

## ***School: Milwaukee Village School***

**Identification Level:** Level 1

**Definition:**

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

**Sanctions:**

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 97

## ***School: Muir Middle School***

**Identification Level:** Level 3

**Definition:**

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 87**

***School: North Division High School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 79**

***School: Philipp Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 85**

***School: Pulaski High School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage: 73**

### ***School: Robinson Middle School***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 91

### ***School: South Division High School***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 85

### ***School: Steuben Middle School***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 92

### ***School: Thirty-Eighth Street Elementary***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 98

### ***School: Twenty-First Street Elementary***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 93

### ***School: Vincent High School***

**Identification Level:** Level 3

*Definition:*

The school did not meet the annual measurable objective for four consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. They also must take corrective action including at least one of the following: replace relevant school staff, institute new curricular programs, decrease school-level management, appoint an outside expert to advise the school on its progress, extend the school year or school day, or restructure the internal organization of the school.

All Year-Three schools must develop, update, and implement a two-year school improvement plan. DPI may ask to review these plans. Schools are required to work collaboratively with DPI staff assigned to assist the schools/districts with greatest need.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 72

**School's Self-reported Efforts to Improve Achievement:**

Using data from various sources, we are implementing a plan to meet the needs of all of our students.

Reading

All 9<sup>th</sup> and 10<sup>th</sup> grade students scoring minimum or basic on the Terra Nova and WKCE tests will be assigned a reading class. We are using Read 180 and will be using SRA reading programs.

### Target Goals

The staff used learning targets to develop a Skills Book for each student in each subject area. Students will know the learning target and will be able to check each skill as they master it to reach the targets.

### Schedules

To give students more time in class, each class period has been lengthened from 50 minutes to 60 minutes. Built into the daily schedule is a 40-minute literacy period. The literacy coach and the learning team will provide students with strategies in reading, math and science. Students will be taught note-taking and test-taking skills as well as reading strategies.

### AVID

Avid is a College Board program that we are connecting to our Advanced Placement Program. Students in grades 9, 10, and 11 who scored proficient or advanced proficient in math on the Terra Nova and WKCE tests will be assigned to the AVID program during the 40 minute literacy period. They will work on test-taking strategies using the PSAT, ACT and SAT tests.

## ***School: Walker (SWELL)***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 85

**Note:** SWELL is an alternative school that serves failing, struggling, or unmotivated at risk students ages 11 to 15. It is a private school with which MPS contracts.

## ***School: Walker International Middle School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 89

### ***School: Washington High School***

**Identification Level:** Level 2

**Definition:**

The school did not meet the annual measurable objective for three consecutive years in either reading or mathematics (or both).

**Sanctions:**

Title I schools must continue to offer intradistrict school choice, and also provide supplemental services during 2003-04. All Year-Two schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 80

### ***School: Westside II Elementary***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 97

### ***School: Wisconsin Conservatory of Lifelong Learning***

**Identification Level:** Level 2 Improved

**Definition:**

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

**Sanctions:**

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 72

### ***School: Windlake Seeds of Health Partnership***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 77

**Note:** Windlake is an alternative school that provides services to at risk students. It is an early childhood school with which MPS contracts.

***School: Wisconsin Avenue Elementary***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04.

All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 98

***School: Wisconsin Career Academy***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 42

**Note:** Wisconsin Career Academy is a charter school.

## **District: Racine**

### **District's Self-reported Efforts to Improve Achievement:**

The Racine Unified School District is working to improve student achievement. It has implemented the Quality District Model, after a year of very intentional and focused learning. With the arrival of Superintendent Dr. Thomas Hicks two years ago, the district began intense reading and staff development toward this year's implementation of the model. The Quality District Model assures that student academic needs are met where they are, and assures that students who need assistance receive it. Because we know that reading is at the basis of success in all other areas, we have implemented Continuous Progress in reading at almost every elementary school this year. It will be implemented at the remaining elementary schools next year as well as at 6th grade in our middle schools. The District will begin Continuous Progress in Math at elementary school in the coming year. The District has implemented Reading Academies at the high school level to focus on the needs of those students who reach high school lagging in their basic reading skills. The District also has a strong WINGS volunteer program, which brings over 500 community volunteers in to work individually with our students. Continuous Progress summer school classes are in place, and families whose children were in need of summer school in reading and math received letters recommending that they attend. The Lighted Schoolhouse Program also provides after school and homework help for students who need additional assistance.

The District MACK Center assists middle and high school students who need additional credits or additional support. We are creating a community coalition effort to create a climate for improving outcomes for students. The District is implementing RT, Responsibility Training, which will impact positively on overall school climate and on the engagement issues such as student attendance, truancy, graduation rates, etc. As students have fewer attendance issues we predict that we will also see an associated rise in student achievement.

The Racine Unified School District believes that we are already seeing the academic results of our Quality District Model. In fact, two of the three schools on this list have increased their testing scores from last year. We anticipate increasing scores district-wide as our implementation moves forward.

### ***School: Fratt Elementary***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 61

### ***School: Mitchell Middle School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 48

***School: Park High School***

**Identification Level:** Level 1

*Definition:*

The school did not meet the annual measurable objective for two consecutive years in either reading or mathematics (or both).

*Sanctions:*

Title I schools must offer intradistrict school choice during 2003-04.

All Year-One schools must develop and implement a two-year school improvement plan.

**School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 12

## **District: Solon Springs**

### **District's Self-Reported Efforts to Improve Achievement:**

The School District of Solon Springs is a northwestern rural Wisconsin school district that has K-12 services all at one site. The school district contains an enrollment of approximately 370 full time equivalency students and is responsible for the 4th, 8th, and 10th grade tests in all subject areas. Average class size is approximately 25 students. This year the school district met all benchmarks for Annual Yearly Progress. There were a number of efforts that helped increase the test scores of all students and especially the area of 8th grade reading. First, a new k-12 language arts curriculum was in place that mapped to the individual standards, and individual student checklists measuring individual progress were developed. The school district also began an after school tutoring program that concentrated on homework completion and skills building under the auspices of a 21st Century Learning Center grant. As the 8th grade test results are now part of the promotion process to the 9th grade, the 8th grade students took this test more seriously than other 8th grade classes had. In addition, special education plans were reviewed for more careful analysis of specified accommodations.

### ***School: Solon Springs School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

### **School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 43

## **District: Winter**

### **District's Self-Reported Efforts to Improve Achievement:**

The Winter School District is comprised of one main building housing the Winter Elementary, Winter Middle School, and Winter High School. There are approximately 395 students K-12. During the 2002-03 academic year the Winter Middle School was designated as needing improvement. We have mobilized and put in place strategies to improve achievement as a result.

The school improvement team has played an integral part in helping to determine the areas to be addressed. This team consists of members from all levels K-12, as well as parents and community members. Meeting weekly, they developed a school improvement plan over the course of several months. In addition, other areas worked on include: analysis of test material, standards-based curriculum, test taking skills, parent information, tutoring before, during and after school, and summer math camps. As required, we have also offered supplemental services to students at the middle school level. A complete assessment of basic math facts was done in grades 1-12. The Title I staff have provided leadership for the district and middle school in helping to focus on specific areas in need of improvement. Team teaching in grades 7-8 with Title I staff has also been a factor in improving test scores. The positive focus of the school improvement team has helped to put the district on the path to improved test scores.

### ***School: Winter Middle School***

**Identification Level:** Level 2 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice and supplemental services during 2003-04. All Year-Two Improving schools must keep a 2-year school improvement plan on file.

**School Profile:**

**Title I School:** Yes

**Free and Reduced Lunch Percentage:** 63

## **District: Wonewoc-Union Center**

### **District's Self-Reported Efforts to Improve Achievement:**

The Wonewoc-Center School District has taken the results from the 2001-02 report and made significant improvements in all areas. We have incorporated the Buckle-Down Curriculum which better prepares our students for the testing process. We have updated our textbook series in all core areas and focused on incorporating the state standards into the curriculum.

### ***School: Wonewoc High School***

**Identification Level:** Level 1 Improved

*Definition:*

The school made adequate yearly progress in an area that previously had caused them to be identified for improvement (either reading, math, or both). If they make adequate yearly progress for a second consecutive year, the school will be removed from the list.

*Sanctions:*

Title I schools must continue to offer intradistrict school choice for a second year during 2003-04.

All Year-One Improving schools must develop, update, and implement a two-year school improvement plan.

### **School Profile:**

**Title I School:** No

**Free and Reduced Lunch Percentage:** 30