

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. James Keith Huggins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Einstein Middle School
(As it should appear in the official records)

School Mailing Address 324 East Florida Avenue
(If address is P.O. Box, also include street address.)

Appleton Wisconsin 54942-1368
City State Zip Code+4(9 digits total)

County Outagamie State School Code Number* 0120

Telephone (920) 832-6240 Fax (920) 832-6164

Web site/URL http://www.aasd.k12.wi.us/Einstein/ E-mail hugginsjames@asd.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
Principal's Signature

Name of Superintendent Mr. Lee Allinger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Appleton Area School District Tel. (920) 832-6126

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Sharon Fenlon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 15 Elementary schools
 _____ 4 Middle schools
 _____ 0 Junior High Schools
 _____ 3 High schools
 _____ 14 Other
 _____ 36 TOTAL
2. District Per Pupil Expenditure: _____ 10549
 Average State Per Pupil Expenditure: _____ 10989

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	135	104	239
K			0	8	114	114	228
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							467

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 1 | % Hispanic or Latino |
| 90 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	467
(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. Limited English Proficient students in the school: 3 %
- 16 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Taiwanese, Hmong, Gujarati, Spanish

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 45

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{32}$ % Total Number of Students Served

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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>17</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>2</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>13</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>35</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{27}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	96 %	96 %	97 %	96 %
Teacher turnover rate	0 %	0 %	0 %	5 %	2 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Since first opening its doors in 1965, Einstein Middle School in Appleton, Wisconsin, has undergone many significant changes. One constant throughout our existence has been the stalwart commitment of the Appleton Area School District and Einstein staff to provide all students with an exceptional educational program. Appleton is a growing community in northeast Wisconsin within the greater Fox River Valley area, which consists of closely connected cities stretching northward to the Bay of Green Bay and southward to Lake Winnebago's shores. Einstein is one of four AASD middle schools and one of a select few schools in northeast Wisconsin recently named as an Exemplary Middle School by the Association of Wisconsin School Administrators. Our EMS staff uses a collaborative instructional teaming approach to achieve our school mission of empowering each student to become a caring, respectful, and responsible young adult with a life-long love of learning.

School wide goals in Reading, Writing and Math remain key factors in strengthening educational programs and guide our investment of capital resources in technology and staff training. Our dedicated School Improvement Team meets in the summer and throughout the year to review our students' performance on multiple assessments including the annual Wisconsin Knowledge and Concepts Exam (WKCE), Measures of Academic Performance (MAP) tests in Reading and Math, and additional District-wide curricular assessments. Through early identification of students' strengths and limitations, our staff are better able to direct differentiated instruction, including the recommendation of students for advanced classes, flexible grouping within academic teams, as well as identifying those in need of remediation. Remediation options begin very early on with Getting Ready for Middle School, a program for identified students entering 7th grade. Once school is underway, academic support options include voluntary or mandatory study halls, math tutoring, direct reading instruction, daily Resource Period for additional staff support, and Second Chance, our after school academic tutorial program. EMS Staff work hard to ensure all students are provided with multiple avenues to achieve success.

The strength of our programs is rooted in the quality of our staff. 100% of EMS administration, 72% of the teaching staff, and 75% of our support staff holds Master's degrees with an additional 9% of teachers working in Master's programs. Staff members have been honored with fellowships, national educator awards, Special Education honors, and three EMS teachers received the highest colleague-initiated district accolade-AASD Middle School Teacher of the Year. EMS students and their families trust that our staff has students' best interests at heart from their Fly like an Eagle visit to Einstein in May as 6th graders to their 8th grade Farewell Celebration in May.

Enrichment programs appeal to a broad spectrum of students' interests from fine arts offerings through Jazz Band, guest artists and authors, and The Literary Magazine and writer's workshops to leadership opportunities in Student Council and our Principal's Cabinet. Students leaning towards technology and science interests have Future Engineers, Global Outdoor Classroom and Science Olympiad to explore. Academic challenges include Future Problem Solving, Geography and Spelling Bees and local, state and national poetry and essay contests. Dance Committee, Diversity, PEACE, and Pep Clubs meet the needs of students interested in maintaining our positive school spirit and welcoming climate. Students relate to their community needs through special collections like the Salvation Army Food Drive, Coats for Kids and the Mitten Tree and donations to local aid organizations. In its fifth year, 8th graders host our state award-winning Veteran's Day Tribute-a school wide research-based program of music and an historical salute to veterans on Veteran's Day.

Building on the foundation of yesterday's successes, staff, parents and the community collaborate to provide a well-balanced academic, fine arts, and enrichment program interwoven with the technology of the future to meet our students' needs in the 21st Century. Our students are provided numerous opportunities to see beyond their personal lives, expanding their vision and knowledge of the world around them. As our school motto reflects, we truly are 'Growing today, preparing for tomorrow.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The outstanding achievement of Einstein Middle School students on the criterion-referenced Wisconsin Knowledge and Concepts Exam (WKCE), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and Appleton Area School District (AASD) district-wide curricular assessments are a tribute to the continuous action-planning, goal-setting, collaboration, and curricular improvement focus that occur annually, resulting in sustained improvement on the WKCE in all areas since 2002-2003. In the fall of 2002, the WKCE was customized to assess all of the Wisconsin Model Academic Standards and in 2005, assessments in reading and math were initiated for 7th grade students.

In Wisconsin, WKCE assesses eighth grade students annually in Language Arts, Reading, Writing, Math, Science, and Social Studies and seventh grade students in Reading and Math. Scores are reported using four categories: Advanced (in-depth understanding), Proficient (competent), Basic (some knowledge and skills), and Minimal (limited knowledge and skills). WKCE data for individual, district, and state schools is available at <http://www.dpi.wu.us/sig/index.html>.

Annually, our School Improvement Team conducts a comprehensive review of available data, including an item analysis of WKCE results to map school improvement, set school goals, and enhance instructional strategies. In addition, our team utilizes annual AASD district-wide goals developed through subject-area assessments and initiated MAP testing in 2005-2006 to go beyond school-wide data and further investigate individual students' strengths and weaknesses. In addition to the annual WKCE assessment, MAP testing provides us with a timely, critical skills assessment per child in reading and math, conducted at least twice annually in September and April. Our staff has zeroed in on those sub groups that have not performed as well as their peers, and in addition to providing academic tutorial support, Einstein provides targeted reading instruction for students in 7th and 8th grade who score in the 18th through 40th percentiles and perform one to two years below grade level. Second Chance academic tutorial support after school is available for students not performing well in math, as well as other content areas. Einstein's reading program has grown since 2005-2006 from a whole class, building-wide content reading strategy focus to approximately 35 students in five small group sections in 2007-2008. This direct intervention in reading approach has been very successful, and at the end of the 06-07 school year, 10 of the 33 students tested out above the 40th percentile and a total of 17 showed improvement. Mid-way through the current 07-08 school year, 14 scored above the 40th % and 24 have shown improvement. In 2006-2007 of the 8 ELL students in our reading program, 5 students made gains of 7-38 percentile points. This year 4 of the 8 ELL students made gains of 10-24 percentile points with 2 students at or about grade level by January 2008.

In all areas tested, WKCE results for the 2006-2007 school year in both seventh and eighth grade assessments are indicative of the ongoing trend toward significant increases in Proficient to Advanced scores and decreases in Minimum and Basic scores. On the eighth grade WKCE assessments since 2002-2003, Einstein students have maintained scores in Reading in the Proficient and Advanced areas above 90% and increased the percentage of Advanced scores from Proficient to 64% from an average of 50% over the previous four years. In comparison, Wisconsin state public schools have maintained an Advanced average of 39% to 42% over the five year time frame. Additionally, scores in the Minimal and Basic range have been cut in half from 6% to 3%. Statewide, the combined Minimal/Basic scores have been approximately 14-19% annually. Seventh grade students maintained a 94% Proficient/Advanced rating, while improving their advanced score from 56% to 64%.

In all additional areas tested, Einstein substantially exceeds Wisconsin state public school standards on an annual basis. In mathematics, Einstein students' Proficient/Advanced (P/A) scores maintained at 90+% while Minimal/Basic (M/B) scores declined from an average of 10% to 7%. Statewide averages from 2002 to 2006 remained stable at 73% for P/A scores and at 25% for M/B scores. Though continued improvement is our constant goal, Einstein has outperformed the state average, decreased the M/B percentile, and increased the P/A percentile scores. It is important to note that significant gains in Einstein's Advanced scores were made on the WKCE in nearly all tested areas during the 2006-07 school year.

2. Using Assessment Results

Einstein's educational mission is exemplified annually in action planning, goal-setting, curriculum modifications, and professional development that address academic results to improve student success and school performance. At the forefront of this initiative is the Einstein School Improvement Team, a representative group including administration, seventh and eighth grade teachers, a reading specialist, and special education staff. This team has developed a school-wide action plan which targets reading instruction in all content areas and explicitly focuses on students whose percentile scores were one to two years below grade level.

Our staff has annually reviewed student performance on assessment measures, conducting item analysis of WKCE results via 'data dig' staff development sessions, utilizing the data in order to plan school improvement and set school goals. Now, our review of other assessment measures includes MAP results, as well as other District-wide curricular assessments, in order to develop a more comprehensive, individualized instructional approach. As a prime example, we currently have five sections of intensive reading intervention instruction that meets daily. It is composed of students scoring within the 18th to 40th percentiles and one to two years below grade level. To expand further, class roster reports with individualized assessment data per child is given to all content area teachers at the beginning of the year helping each be more informed about each individual learner's needs.

Goal-setting and follow through are keys to success, and to that end, exact and measurable goals are reviewed often and posted for all to see, and goal-related instructional teaching strategies are taught via staff development at every faculty meeting. By utilizing assessment results to develop or enhance programs we have created many opportunities for students to connect and be successful. Specifically, 'Education for Healthy Kids' trained staff have initiated formative actions for nutrition, physical activity, hydration, and healthy lifestyles that are incorporated into daily activities and utilized during testing situations to optimize the environment. Further, students who are identified in need of personal and academic support are matched with a staff 'success manager' conveying the clear message that failure is not an option.

3. Communicating Assessment Results

By communicating school assessment results to parents, staff, and our community, Einstein solidifies our firm commitment to school improvement. Parent newsletters share assessment data and our recently updated, dynamic Website was created with easy access links to numerous helpful parent resources, including a link to state assessment data (WKCE) and our school's summary scores. We are proud of our high achieving students and strive to communicate this to our families. We have also included links on our Website to AASD's Parent Portal which provides daily updated access to parents about their student's performance in school. In addition, parents can quickly access staff email via our website. Having all of these resources at their fingertips, our parents are more in tune with our school's mission, goals, and achievements, as well as our expectations.

Throughout the year, we provide numerous opportunities to communicate our positive message of academic excellence to our families. Whether it is at our Back to School Night in the fall, Parent Orientation for incoming students in January, or Fly Like an Eagle transition day for 6th graders in May, our staff routinely communicates to students and parents the high expectations we have at Einstein. By routinely sharing our school's performance data, we continue our push toward excellence and solicit all of our stakeholders in the process.

An active and involved PTA supports student performance improvements and encourages Education for Healthy Kids via healthy snacks and Einstein Eagle logo water bottles to promote hydration during the school day. Parents also receive a monthly publication entitled, Middle Years, which highlights adolescent issues and shares suggestions for enhancing academic success, annually including specific test taking tips and strategies. The AASD website posts district assessment results and also defines and communicates AASD goals, in addition to our own.

4. Sharing Success:

In the AASD annual report, Preparing Our Students for the Future, data is listed and the success of students in all buildings is summarized. Einstein is described as a 'dedicated and caring family of educators that provides each student with a challenging, structured, and engaging academic

curriculum'. Einstein collaborates with feeder elementary schools and high schools to share building and individual assessment data for a smooth transition and enhanced student success via Student Services Team and Building Consultation Team meetings. School counselors utilize assessment data to facilitate course selection for high school and share and interpret data with AASD colleagues district-wide as part of the Wisconsin Comprehensive School Counselor's Model (WCSCM). The WCSCM, a recently initiated model based on the American Association for School Counselors (AASC), acts upon the developmental needs of all students by focusing on standards and improved student achievement data.

Einstein Middle School celebrates the success of high-achieving students throughout the year, with a culmination activity held at Honors Night in May and at year-end seventh and eighth grade assemblies where multiple awards are given for academic success, student involvement in activities and community service, and respective curriculum area awards. Exemplary behavior is acknowledged through an Honor Level Discipline Model that consistently acknowledges nearly 94% of the student body for Honor Level One students (zero behavior infractions).

On our website, Einstein's Exemplary Middle School award and staff members who have received national, state, and local awards are acknowledged. The monthly newsletter highlights individual student achievement and shares with pride the continued success of Einstein Middle School in the areas of assessments, school and community involvement, and academic success. In the words of a former Einstein student whose comments are captured on our website, 'When Einstein Middle School is mentioned, you should think extravagant, fantastic, and extra-ordinary. Einstein is full of great teachers and wonderful involvement. The teachers are excellent in what they teach. They not only teach learning lessons, but also life lessons. We learn something new every day.'

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Einstein Middle School's Mathematics Program is based on a framework for a balanced curriculum. It reflects the working knowledge of mathematics that is essential for students to become responsible and productive members of an increasingly complex technological society. The study of mathematics is not simply recalling facts and performing memorized procedures. It is a way of thinking and applying problem solving skills. Students need to have the knowledge of when and how to apply mathematical concepts as well as an understanding of why mathematical processes work.

The primary purpose of our Social Studies program is to enable Einstein students to make informed decisions for participation in a culturally diverse democratic society. In order to succeed in their community as well as in an interdependent world, students are immersed in physical and cultural geography developing empathy for the people they study in the Eastern Hemisphere in 7th grade through music, dance, food, and artwork. In 8th grade American History, students travel back in time interacting with history from pre-Columbian times to the present. Through inquiry based research and discussion, students go back in time to question and interpret history in relation to the social factors of the time.

The World Language curriculum prepares students to communicate competently in a second language and to foster greater awareness and appreciation of diverse cultures. Global citizenship and service to others are essential parts of world language. Einstein students visit ethnic restaurants and businesses and attend Milwaukee's International Folk Fair, showcase language skills in public programs, and participate in academic immersion programs at Concordia Language Village in Bemidji, MN, during the school year and to Costa Rica, Germany and Quebec in the summer.

The task of Einstein's Technology Education department is to promote student success through relevant education in communication, transportation, manufacturing, and construction. Technology and Engineering is an integrated, experience-based instructional program designed to make students knowledgeable about technology - its evolution, systems, technologies, utilization, and social and cultural significance. It results in the application of mathematics and science concepts to technological systems. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes and technological systems.

Our Physical Education program is an essential element in implementing Einstein's educational philosophy and goals by contributing to the physical, intellectual, and social growth of the individual. Its purpose is to build physical fitness, teach a broad range of psychomotor skills and movement principles, and develop desirable attitudes and behaviors. The Education for Healthy Kids Initiatives promoted healthier student lunch menus, water bottles in classrooms, removal of soda machines, and Staff vs Student challenges over the lunch hour.

Our Art program is designed to ensure that students studying the visual arts will receive quality instruction through a comprehensive art education program. While gaining knowledge of art materials, art techniques, and problem-solving processes, students can learn and develop the skills necessary to express themselves in a creative and positive manner. Students learn the importance and value of the arts as they produce art, develop ideas about the elements and principles of art and design, study the influences of art on the individual and on society, and discover the connections of visual art to other areas of the curriculum.

Our Music program is designed to ensure that every student will receive instruction in music performance, creativity, literacy, response, and connections to the other arts and disciplines. Through singing in Choir, Madrigal, the 8th grade school musical or regional and state competitions, in playing band instruments or orchestra instruments, and experimenting with improvisation in Jazz band, students can express themselves creatively, while performance traditions enable them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis will enable them to recognize and pursue

excellence in their music experiences.

In Family and Consumer Education, students are empowered to manage the challenges of living and working in a diverse global society. Students apply an integrative focus on individual and family development, nutrition, health, consumer and financial affairs, as well as fashion and design concepts.

Our Reading program uses Read 180, a research-based, data-driven, intensive reading intervention program designed to meet the needs of students whose reading achievement is one to two levels below grade level. The program directly addresses individual needs through adaptive and instructional software, high-interest leveled literature, and direct instruction in reading and writing skills. This program incorporates research-based strategies for regular education, special education, and English Language Learner (ELL) identified students, that are designed to raise reading levels, test scores, and each student's perception of themselves as readers.

The Library Media Curriculum features collaboration on media and information and technology skills and is based upon Wisconsin State Standards for Information and Technology Literacy. Besides learning how to be savvy consumers of information and how to communicate information using 21st Century technology, students are taught to pursue independent learning. Through LMC collaborative activities and traditional book talks, students learn how to access and evaluate multitudes of materials available to them both in the LMC and online. A Research Binder created by our current LMC specialist with English teachers includes guides for the following: conducting research, evaluating hardcopy and electronic sources, avoiding plagiarism, note-taking and responsible use of technology, and an abridged guide for following MLA format. Guides are issued to Einstein students entering 7th grade and stay with them through high school.

2b. (Secondary Schools) English:

The English program at Einstein focuses on reading strategies; the writing process; formal, informal and dramatic presentation skills; language conventions; listening, vocabulary development; media literacy skills; application of media and technology skills and the research process. Students build fluency and reading comprehension skills through modeled and independent reading and self select literature that appeals to their interests and their independent reading levels. Sustained Silent Reading occurs daily for fifteen minutes for all EMS students and staff. Students are required to read at least one book per nine-week period from the approved grade level list. The lists are designed to link topics in English with Geography, History, or Science. Reading strategies, vocabulary, language conventions and presentation skills are integrated with a novel or piece of writing to allow students to see the connectedness.

Students reading one or more years below grade level receive instructions through the Read 180 program by Scholastic, Inc., Read 180 is a comprehensive reading interventions program based on over a decade of scientifically based research that addresses phonemic awareness, phonics, fluency, vocabulary text comprehension, spelling, writing and grammar for forty-six minutes a day.

Students are required to complete a minimum of one significant formal piece of writing per quarter that includes all steps of the writing process from prewriting through publication. Each grade concentrates on different types of writing to expose students to a variety of genres during their middle school career. A district writing assessment requires 7th graders to write a compare-contrast essay while 8th graders write a persuasive essay. Team and Encore subject colleagues integrate units with English and their subject area to promote understanding that English skills are used universally. This exposes students to topics and ideas in multiple curricular areas reinforcing content learned. The Library Media Specialist takes an active role in working with content area teachers on research units. Through authentic research projects, the LMC specialist guides the students in accessing and evaluating sources and teaches responsible use of information through proper citation.

3. Additional Curriculum Area:

Einstein Middle School's science curriculum is aligned with the Wisconsin State Science Academic Standards. It is a curriculum for scientists, and that is what our students are. Our 7th graders discover the relationships between biotic and abiotic factors in ecosystems linking them to the growth of Wisconsin Fast Plants. Further investigation of ecosystems is done in Einstein's unique Global Outdoor Classroom which represents the earth's diverse biomes. Using crime scene scenarios, seventh graders extensively study chemical and physical properties of matter to provide evidentiary explanations and make inferences based on observational skills. They investigate energy transformation as they design windmills, run caloric tests on foods, calculate energy from chemical reactions and investigate energy flow in ecosystems. These activities foster a genuine understanding of science as a logical method of solving problems.

The eighth grade science curriculum scaffolds on 7th grade experiences and knowledge such as the inquiry method, which develops students' use of scientific processes and principles to design experiments testing the relationships between environmental factors and animal behavioral responses. Genetic themes build off the basics of cell structure and function from the previous year. Evolution and natural selection models test student's ability to infer and predict outcomes based on their understanding of Darwin's work and genetic evidence of organisms' relatedness. Students use math skills to interpret their data and to evaluate experimental designs. Building on properties of matter and factoring in inertia and momentum students design and test their paper cars for speed and safety. The weather unit presents opportunities to use the tools, methods and skills of professional meteorologists. Through inquiry learning methods, this authentic approach to our content fosters a deep understanding of how science works while developing scientifically literate individuals.

4. Instructional Methods:

Einstein Middle School students are provided a myriad of opportunities to identify and to expand upon their talents within our curriculum in no small part due to the diverse instructional methods espoused by the AASD Performance Appraisal System that supports reflective instructional practices. Professional growth is expected of all staff as they move along the continuum from a developing basic instructional level to the distinguished or master teacher level. In keeping with those goals, the EMS teaching staff consistently displays its understanding of the developmental characteristics of the students with whom they work, reaching out to those students who are the exceptions to expected patterns. Einstein teachers use a surfeit of strategies to assist students requiring extra attention from making personal connections to connecting students with other students, clubs or organizations at EMS or by linking them with tutors or agencies in our community.

Challenging all students with high expectations, staff relates those expectations to AASD curriculum and Wisconsin Model of Academic Standards which encompasses and often exceeds national standards in many curricular areas. Teachers model their high expectations of students by conveying the high expectations they hold themselves to through correct written expressions reflective of well-chosen vocabulary and clear speech that models correct grammar and syntax. Interdisciplinary team units and cross-curricular units with Encore (off-team) teachers produce creative lessons that incorporate a wide variety of materials and technologies and tap into the expertise of individual instructors. Content is chosen to engage students' interest and experiences and to allow students a maximum of interaction with materials, concepts and fellow students. Groupings are flexible and vary with the instructional goals of the lesson. To achieve project objectives, students are encouraged to self-select or initiate project ideas based on their interests or their Multiple Intelligences. They are also encouraged to self-assess or to constructively critique peers. EMS provides its students constructive, enriching opportunities within a safe, supportive environment that gives students a sense of achievement.

5. Professional Development:

Professional development is an integral part of Einstein's design for success. The Staff Development Committee strives to present information based upon data relevant to our building that will move Einstein students towards their academic goals. A portion of every staff meeting is dedicated to a specific instructional strategy related to improving our students' performance on one of our school's goals as outlined by our School Improvement Team. In addition, staff development time is spent researching the results of Measures of

Academic Progress (MAP) assessments given at least twice yearly, and the Wisconsin Knowledge and Concepts Exam (WKCE) to identify concepts and skills needing a school-wide multi-disciplinary solution. District experts present anomalies and consistent patterns of success in areas tested and lead staff in identifying curricular areas necessitating remediation. Teams and departments have planning time to develop strategies to reintroduce these skills and concepts into their curriculum.

Throughout the school year and during staff-led summer sessions countless hours have been devoted to researching technological advances that can enhance instructional effectiveness. Einstein was the first school in AASD to purchase and implement interactive classroom technologies from InterWrite Company, and the success achieved has subsequently led to additional purchases District-wide, including wireless white boards, portable tablets and individual student responders. Not only have we brought these interactive technologies into the building, we have devoted considerable time in staff development and training to best employ them in the classrooms.

Our School Improvement Team has led our site's focus on reading this year, specifically on Text Analysis as an area of need. Using itemized data, the team shares text analysis strategies and recommends best practices relevant to teachers in all curricular areas. Staff sharing of best practices already implemented in classrooms stimulates creativity among the staff and encourages them to try new approaches to using text analysis. Annual book studies have been led by administration, are open to staff and parents, and have included a broad array of professional selections from adolescent brain research to successful parenting strategies for middle schoolers.

First through third year teachers receive support from master teachers through a mentor program that provides release time for both teachers to spend observation time in one another's rooms or the classroom of a respected colleague. Professional development is also provided through team and department meetings, AASD Staff Development, EMS 'Staff University' (staff teaching staff) and our Annual Self-Directed Action Plan based on the elements and components of the Performance Appraisal System required by the district. The AASD website teacher homepage lists internal staff development opportunities, those offered by CESA 6 and 7 and by the National Staff Development Council.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 7 Test WKCE

Edition/Publication Year _____ Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	95	95			
% "Exceeding" State Standards % 'Advanced'	67	55			
Number of students tested	204	192			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	81	67			
% "Exceeding" State Standards % 'Advanced'	33	7			
Number of students tested	21	15			
2. Ethnicity: Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	85				
% "Exceeding" State Standards % 'Advanced'	31				
Number of students tested	13				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	95	95	94		
% "Exceeding" State Standards					
% 'Advanced'	66	57	60		
Number of students tested	195	233	219		
Percent of total students tested	98	99	99		
Number of students alternatively assessed	2	2	3		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	83	84	77		
% "Exceeding" State Standards					
% 'Advanced'	39	28	0		
Number of students tested	18	12	22		
2. Ethnicity: Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'		82	76		
% "Exceeding" State Standards					
% 'Advanced'		18	13		
Number of students tested		11	15		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	95	91			
% "Exceeding" State Standards % 'Advanced'	58	46			
Number of students tested	204	193			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	91	60			
% "Exceeding" State Standards % 'Advanced'	24	27			
Number of students tested	21	15			
2. Ethnicity: Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	92				
% "Exceeding" State Standards % 'Advanced'	38				
Number of students tested	13				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	93	91	88		
% "Exceeding" State Standards					
% 'Advanced'	48	40	44		
Number of students tested	192	233	219		
Percent of total students tested	97	99	100		
Number of students alternatively assessed	2	2	3		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	72	89	45		
% "Exceeding" State Standards					
% 'Advanced'	33	22	9		
Number of students tested	18	18	21		
2. Ethnicity: Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'		91	38		
% "Exceeding" State Standards					
% 'Advanced'		18	13		
Number of students tested		11	15		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					