

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Silas Willard School (As it should appear in the official records)

School Mailing Address 495 E. Fremont Street (If address is P.O. Box, also include street address)

Galesburg Illinois 61401-2837 City State Zip Code+4 (9 digits total)

Tel. (309) 343-3917 Fax (309) 343-1712

Website/URL http://www.galesburg205.org/silas Email agengenb@roe33.k.12.il.us

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

(Principal's Signature) Date

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

Name of Superintendent Dr. Gary Harrison (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name C.U.S.D. #205 Tel. (309) 343-1151

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

(Superintendent's Signature) Date

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 7 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools

 10 TOTAL

2. District Per Pupil Expenditure: \$6,492.00

 Average State Per Pupil Expenditure: \$7,926.00

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 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 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| K | 39 | 25 | 64 | 7 | | | |
| 1 | 33 | 17 | 50 | 8 | | | |
| 2 | 31 | 30 | 61 | 9 | | | |
| 3 | 24 | 19 | 43 | 10 | | | |
| 4 | 34 | 34 | 68 | 11 | | | |
| 5 | 24 | 21 | 45 | 12 | | | |
| 6 | | | | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 331 |

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|----------------------------------|
| 85 | % White |
| 12 | % Black or African American |
| 3 | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 18.2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|------------|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 31 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 24 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 55 |
| (4) | Total number of students in the school as of October 1 | 302 |
| (5) | Subtotal in row (3) divided by total in row (4) | .182 |
| (6) | Amount in row (5) multiplied by 100 | 18.2% |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish Korean

9. Students eligible for free/reduced-priced meals: 33 %

100 Total Number Students Who Qualify

If this method is not a reasonably 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: 15 %
51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|--|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u>21</u> Emotional/Behavior Disorders | <u> </u> Other Health Impaired |
| <u> </u> Deafness | <u>14</u> Specific Learning Disability |
| <u> </u> Deaf-Blindness | <u>15</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </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>1</u> | <u> </u> |
| Classroom teachers | <u>19</u> | <u> </u> |
| Special resource teachers/specialists | <u>10</u> | <u>2</u> |
| Paraprofessionals | <u>10</u> | <u>3</u> |
| Support staff | <u>4</u> | <u>8</u> |
| Total number | <u> </u> | <u> </u> |

12. Student-“classroom teacher” ratio: 17

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95.9 | 95.7 | 96.2 | 96.0 | 96.6 |
| Daily teacher attendance | 96.9 | 97.1 | 96.9 | 97.6 | 97.1 |
| Teacher turnover rate | 5% | 4.5% | 5% | 0% | 6% |
| Student dropout rate | | | | | |
| Student drop-off rate | | | | | |

PART III - SUMMARY

Silas Willard Elementary School is located Galesburg, Illinois. The two-story brick building sits in an older, established residential area of this Midwestern city. The oldest building in our district, Ronald Reagan's name appeared on the first grade roll in 1917-1918. A true neighborhood school all of our regular education students are within walking distance.

As we stand on our rich tradition our vision is toward the future for our three hundred thirty-one students. Our building mission statement reflects our belief that all children can learn and achieve at the highest levels given support and opportunity in a safe, caring environment. Our energies are focused on helping our students become responsible, productive citizens and life long learners.

Students are served in sixteen k-5 classrooms and in three, emotional/behavior disorder program classrooms. The staff is a veteran community of learners who are dedicated to their profession. Classroom teachers, special education teachers, resource specialists, instructional aides, program attendants, support staff, and parents are all actively engaged in to pursuit of mission.

The active participation of the school community is by design. Long and short-range goals are established and evaluated by the Building Improvement Team, which is composed of representatives from all stakeholder groups. This team is responsible for the School Improvement Plan and its implementation. Decisions regarding curriculum and instruction are based on data gathered from the analysis of test results and surveys from stakeholder groups. Annually goals are set and targets areas for student achievement are identified. Following a two-year focus on mathematics, our target achievement area has shifted to writing.

All members of the Silas Willard School community are resources for supporting student success. Classroom teachers' efforts are supported through the work of instructional aides in grades K-3. The effectiveness of our special education services is enhanced through inclusion co-teaching and the availability of a program attendant to support students in the regular classroom. Specialized teachers work with all students in the areas of art, music, physical education and library/media.

A key to the success of Silas Willard is a variety of programs, which guide us in allocating our resources and promoting our positive climate. One of these programs is the Flexible Services Delivery Model. FLEX teams meet monthly to problem solve the unique and special needs of individual students. A plan is developed and staff and time are assigned to the interventions. In addition to regular staff these plans often utilize secretaries, custodians, parent volunteers, and students. Our Homework Help Program also supports intervention plans. Students in grades one through five may receive additional support during these after school sessions. Organized by our Parent Teacher Association, each session is staffed by a primary teacher, upper grade teacher and adult volunteers from the Knox County Area Project. A positive behavior and support program Positively Awesome Wildcats (PAWS) stresses the pro-active teaching of behavioral expectations and has created a very positive school climate for learning.

In summary, Silas Willard School is a learning community focused on success for all.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Student achievement in the state of Illinois is measured using the Illinois Standards Achievement Test (ISAT). Student performance on this criteria based instrument is divided into four levels. These tests were developed with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance

Level 1 – Academic Warning – Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 – Below standards – Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 – Meets standards – Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 – Exceeds standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate results.

The ISAT tests are given in the areas of reading, writing, and mathematics at grades 3, 5, and 8. The state of Illinois uses the total percentage of students performing at Levels 3 and 4 as the indicator of high academic success.

2. ISAT test scores are disaggregated by grade level and individual student and analyzed to identify strengths and weaknesses. Grade level meetings are held to discuss results and compare these findings with the results of our local language arts assessments and classroom performance. At the classroom level, instructional efforts are focused the needs identified.

At the building level, these scores are the benchmarks used to determine building improvement goals for the entire school. Once the targeted areas have been identified the improvement initiatives are begun. Over the past three years this effort has followed a sequence of activities. The initial activity has been the mapping of the subject area targeted. This includes detailed descriptions of content, skills, and expectations from all grade levels. The resulting map is analyzed for excesses and omissions and shared with the faculty. The next activity has been to work with the Standards Aligned Classroom Initiative teams to develop units of study and instructional strategies, which target achievement in our identified weak areas.

3. As the stakeholders at Silas Willard are active participants to our students' achievement they are likewise eager to share in their success. The school report card, detailing ISAT results, is available on both the district and school web sites. Local media routinely announces the performance of our schools to the community and surrounding areas. The Illinois State Board of Education School Improvement web site makes school performance data readily available to all interested parties.

Quarterly progress reports to parents (Report cards) indicate progress toward meeting and exceeding state goals and benchmark.

Results of our data analysis and our school improvement efforts are shared and discussed by our Parent Teacher Organization. This input is vital to our improvement efforts, as this active group supports programs such as Homework Help, which provide direct interventions for students. This community

wide team approach to improving achievement has yielded resources such as volunteer tutors, speakers, and parent information pamphlets.

4. Over the past three years Silas Willard has been involved in a number of sharing activities within and outside our district. As pilot and continuing participants in the Illinois Board of Education's Standards Aligned Classroom Initiative we have had the opportunity to attend and present at three Central Illinois Assessment Fairs. Presentations have focused on our Standards/Expectations Based Report Card, the use of student led rubrics for improvement in writing, and on the mapping and focusing of the student writing curriculum at the building level. In addition products such as our "Parent Guide to ISAT Writing", and rubrics developed by teams have been shared with other schools in our district.

An additional sharing has been done through the Illinois State Board of Education web site. A component of the site's school improvement section is the publication of standards aligned units of study. Eight such units have been developed during curriculum work at Silas Willard.

Recognition as a NCLB-Blue Ribbon School would be shared in all the above venues as validation and encouragement for targeted school improvement efforts.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum of our district and school is comprehensive and aligned to the State of Illinois goals, standards, and expectations. Language arts, mathematics, social studies, science, health, and the fine arts (art, music, physical education, and library/media) are components at each grade level kindergarten through fifth. The teachers and administrators who work with students have developed a very specific curriculum for each subject area. Assisted by consultants, our educators have identified what students are expected to know and be able to do.

Within each subject area are clearly defined performance skills that students must possess to be competent in each of the subject areas. The content of our curriculum is driven by our progress report to parents (quarterly report card). The report card indicators are aligned with the Illinois State Goals for Learning in all areas.

Performance skills in the areas of language arts for all grade levels include: Chooses to read independently, Reads for understanding, Justifies responses to information to information read, Reads and responds to a variety of literature, writing based on audience and purpose, Applies spelling strategies, listens attentively and actively, and Responds to spoken and unspoken messages, and expresses spoken ideas clearly.

Performance skills in mathematics for all grade levels include: Demonstrates number sense, identifies and uses patterns, collects and uses data, applies geometric concepts, and makes, uses, and estimates measurements.

Student progress is reported using the following indicators/summaries:

A The student has demonstrated that he/she applies all of the performance skills consistently and independently. He/she is able to analyze and apply what he/she has learned in new situations with elaboration. The student is also capable of evaluating his/her completion of the learning task.

B The student demonstrates that he/she can apply all of the performance skills consistently and independently. While the student can evaluate their learning, they have not demonstrated that they can apply these competencies in new situations with elaboration.

C The student has demonstrated that he/she can usually apply the performance skills in certain assignments. The student receiving this summary indicator sometimes requires additional guidance of the teacher.

D The student has demonstrated that he/she is beginning to apply the performance skills on some assignments. The student receiving this summary indicator always requires additional guidance from the teacher.

All of the instructional activities in the scope and sequence of the curriculum target the grade level expectations.

2. The reading curriculum reflects the belief that all children become better readers and writers through systematic, multi-method, and multilevel instruction. Children are exposed to a wide range of literature experiences with a focus on building comprehension. Reading instruction is based on a variety of formats and before- and after activities. Habits of lifelong readers are developed through teacher read-alouds and opportunities to read self-selected books at their appropriate reading levels. Ideas for organization, conferencing, and book sharing are provided. Children build a rich vocabulary through interactive experiences, which incorporate phonemic awareness and word study in context.

Exposure to all genres is achieved through the use of anthologies, trade books, reference materials, and content area texts. Reading skills are integrated across all subject areas at all grade levels.

Detailed expectations and extensive instructional activities have been developed as resources for each grade level and progress is closely monitored through the use of periodic core assessments.

3. The mathematics curriculum is articulated through detailed expectations for each grade level. The teachers and administrators who work directly with each group of students developed a very specific curriculum in mathematics. Assisted by consultants, our educators have specifically identified what students should know and be able to do in the area of mathematics for every grade level. These Performance Skills and their assessment are aligned with the Illinois Learning Goals and Standards.

Students' progress is reported for the following areas: demonstration of number sense, identification and use of patterns, collection and use of data, application of geometric concepts, and the ability to make, estimate, and use measurements.

Because the conceptualization and use of mathematics is considered a vital tool for the 21st century, a problem solving conceptual methodology forms the foundation of our mathematics curriculum. Detailed mathematics expectation, activity, and assessment notebooks guide our teachers through well-orchestrated concept and skill development.

Teaching strategies are varied; hands on, discovery, inductive reasoning, direct instruction, and modeling. Materials resources are rich and readily available. While the expectations are both highly structured and highly challenging, the professional staff retains a high degree of freedom in the instructional arena. Multiple textbooks are available at each level and resource materials for "hands on" and discovery are abundant.

The mathematics experiences needed to meet the expectations are integrated throughout the content areas, often presented and reinforced through thematic units of study.

4. Because our curriculum expectations and assessments are aligned with the Illinois Learning Standards our instructional models and support structures address multiple modalities and learning styles. Standards Aligned lesson plans include provisions for auditory, visual, and kinesthetic learning styles and include alternative accommodations and enrichment components.

A glimpse into any classroom at Silas Willard might reveal; small group or individual guided instruction and activity, cooperative learning groups in action, instructional aides and special education teachers assisting with accommodations, students researching on-line references, or even whole class instruction or discussion.

The instruction at Silas Willard is as diverse as the boys and girls who walk into their school each morning. Participation in programs such as Standards Aligned Classroom Initiative and the Flexible Service Delivery Mode allow us to craft instruction to challenge all our students to their full potential.

5. In an ongoing effort to positively impact student achievement Silas Willard has been involved in the Standards-Aligned Classroom (SAC) Initiative for three years. SAC is the first project developed by the statewide Professional Development System created by the Regional Offices of Education and the Illinois State Board of Education.

Involvement in the program has resulted in the building of learning teams within our building. The training these teams have received has been designed to provide the participants with an understanding of how to align classroom work and classroom level assessments with the Illinois Learning Standards. In addition, the program is designed to provide the school teams with the tools and resources to continue the ongoing study of these areas here at our school.

As a result of this work, curriculum mapping has been done for our math and writing areas. Standards aligned lesson plans, activities, and assessment have been developed and integrated into each grade level. In addition, as we have identified our targets for improvement, these have also become the targets for professional development offerings. Consultants from area providers have presented training for the entire faculty and many staff members have focused their “Professional Growth Plans” on our targeted areas.

We have found that our targets for improvement have focused our professional development energies and the results have been rewarding.

ILLINOIS STANDARDS ACHEIVEMENT TEST (ISAT) - GRADE 3 – READING

Publication Year: 1999

| | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| Testing month | April | April | February |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| Academic Warning | 0% | 0% | 0% |
| Below standards | 6.6% | 17% | 22% |
| Meets standards | 54.1% | 54% | 50% |
| Exceeds standards | 39.3% | 29% | 28% |
| Percent of students tested | 94.4% | 92% | 98% |
| Percent of students excluded* | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. Free/Reduced meals | | | |
| Academic Warning | 0 | 0 | 0 |
| Below standards | 8.3% | 13% | 33.3% |
| Meets standards | 75% | 50% | 50% |
| Exceeds standards | 16.7% | 38% | 16.6% |
| STATE SCORES | | | |
| TOTAL | | | |
| Academic Warning | 6.8% | 7% | 6% |
| Below standards | 31% | 31% | 32% |
| Meets standards | 43.6% | 43% | 41% |
| Exceeds standards | 18.6% | 19% | 21% |

Only 3 years of ISAT data is available, as the prior testing data was from the Illinois Goals Assessment Program and not comparable.

- No students were excluded from testing. Some students not tested due to absences.

ILLINOIS STANDARDS ACHEIVEMENT TEST (ISAT) - GRADE 3 – MATHEMATICS

Publication Year: 1999

| | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| Testing month | April | April | February |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| Academic Warning | 0% | 3% | 0% |
| Below standards | 0% | 11% | 12% |
| Meets standards | 44.3% | 49% | 48% |
| Exceeds standards | 55.7% | 37% | 40% |
| Percent of students tested | 94.4% | 92% | 98% |
| Percent of students excluded* | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. Free/Reduced meals | | | |
| Academic Warning | 0 | 0 | 0 |
| Below standards | 0 | 13% | 50% |
| Meets standards | 33.3% | 50% | 33.3% |
| Exceeds standards | 66.7% | 38% | 16.6% |
| STATE SCORES | | | |
| TOTAL | | | |
| Academic Warning | 7.2% | 8% | 10% |
| Below standards | 18.6% | 18% | 21% |
| Meets standards | 43.9% | 46% | 46% |
| Exceeds standards | 30.3% | 28% | 23% |

Only 3 years of ISAT data is available, as the prior testing data was from the Illinois Goals Assessment Program and not comparable.

* No students were excluded from testing. Some students not tested due to absences.

ILLINOIS STANDARDS ACHEIVEMENT TEST (ISAT) - GRADE 5 – READING

Publication Year: 1999

| | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| Testing month | April | April | February |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| Academic Warning | 0% | 0% | 0% |
| Below standards | 7.1% | 25% | 23% |
| Meets standards | 50% | 33% | 51% |
| Exceeds standards | 42.9% | 42% | 26% |
| Percent of students tested | 94.4% | 100% | 100% |
| Percent of students excluded* | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. Free/Reduced meals | | | |
| Academic Warning | 0 | 0 | 0 |
| Below standards | 10% | 40% | 60% |
| Meets standards | 60% | 40% | 40% |
| Exceeds standards | 30% | 20% | 0 |
| STATE SCORES | | | |
| TOTAL | | | |
| Academic Warning | 1.5% | 1% | 0% |
| Below standards | 39.4% | 40% | 41% |
| Meets standards | 36.8% | 34% | 39% |
| Exceeds standards | 22.3% | 25% | 20% |

Only 3 years of ISAT data is available, as the prior testing data was from the Illinois Goals Assessment Program and not comparable.

* No students were excluded from testing. Some students not tested due to absences.

ILLINOIS STANDARDS ACHEIVEMENT TEST (ISAT) - GRADE 5 – MATHEMATICS

Publication Year: 1999

| | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------|-----------|-----------|-----------|
| Testing month | April | April | February |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| Academic Warning | 0% | 0% | 2% |
| Below standards | 16.1% | 16% | 25% |
| Meets standards | 73.2% | 77% | 71% |
| Exceeds standards | 10.7% | 7% | 3% |
| Percent of students tested | 94.4% | 100% | 100% |
| Percent of students excluded* | 0 | 0 | 0 |
| SUBGROUP | | | |
| 1. Free/Reduced meals | | | |
| Academic Warning | 0 | 0 | 0 |
| Below standards | 30% | 30% | 40% |
| Meets standards | 70% | 70% | 60% |
| Exceeds standards | 0 | 0 | 0 |
| STATE SCORES | | | |
| TOTAL | | | |
| Academic Warning | 5.2% | 4% | 6% |
| Below standards | 32% | 34% | 37% |
| Meets standards | 54.9% | 55% | 52% |
| Exceeds standards | 7.9% | 6% | 5% |

Only 3 years of ISAT data is available, as the prior testing data was from the Illinois Goals Assessment Program and not comparable.

* No students were excluded from testing. Some students not tested due to absences.