

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 Mrs. Eileen Beth Brett

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

Official School Name Wilmot Elementary School

(As it should appear in the official records)

School Mailing Address 795 Wilmot Road

(If address is P.O. Box, also include street address.)

Deerfield

Illinois

60015-3923

City

State

Zip Code+4(9 digits total)

County Lake County

State School Code Number* 34-049-1090-02-2007

Telephone (847) 945-1075

Fax (847) 405-9736

Web site/URL www.dps109.org

E-mail ebrett@dps109.org

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 Dr. Renee Goier

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Deerfield District 109

Tel. (847) 945-1844

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. Ellen London

(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: _____ 4 Elementary schools
 _____ 2 Middle schools
 _____ 0 Junior High Schools
 _____ 0 High schools
 _____ 0 Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 11948
 Average State Per Pupil Expenditure: _____ 11653

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. _____ 4 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			0
K	53	35	88	8			0
1	46	50	96	9			0
2	51	50	101	10			0
3	50	39	89	11			0
4	47	44	91	12			0
5	48	42	90	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							555

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 94 | % 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 0 %

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	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	555
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 6 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 4

Specify languages: French
Hebrew
Russian
Spanish

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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: $\frac{17}{96}$ %
 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>8</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>23</u>	Specific Learning Disability
<u>4</u>	Emotional Disturbance	<u>54</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>2</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>23</u>	<u>2</u>
Special resource teachers/specialists	<u>14</u>	<u>12</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>50</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	97 %	93 %	96 %	96 %	97 %
Daily teacher attendance	98 %	97 %	98 %	98 %	98 %
Teacher turnover rate	11 %	14 %	16 %	4 %	0 %
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

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Wilmot Elementary School, located on the west side of Deerfield, opened its doors over 160 years ago, as a one room log school house. Wilmot Elementary has seen many changes over the past 160 years and now serves over 550 students in kindergarten through fifth grades. The Wilmot community is proud of its high level of student achievement, excellent staff, and actively involved parents. Walk into any classroom and you will find staff dedicated to developing self-directed learners through ongoing goal setting, assessment, and differentiation.

Our staff is supported by a knowledgeable and committed Board of Education and strong district administrators who combine to provide a high quality education. This commitment has enabled us to maintain low class sizes, with an average of 21 students per class. In order to maximize the learning of all children, Wilmot students are supported by a variety of resource professionals. This pupil services team, consisting of resource and speech teachers, a school social worker, and a school psychologist, work collaboratively with general education staff to meet the diverse needs of at-risk learners as well as students with identified disabilities. In addition, Wilmot is very proud to house an educational life skills program. This program provides a life skills curriculum that allows children with significant disabilities to attend school in their home district, learning alongside nondisabled peers.

Under the leadership of our district's curriculum director, we have established a building-wide coaching team to support staff and students in areas such as differentiation, self-directed learning, 21st century skills, RtI, and the integration of technology and information literacy into all classrooms. Each elementary school has a full time literacy coach, who provides ongoing staff development regarding current best practices in language arts instruction and assessment, and is available to provide interventions to small groups of students. Differentiation, in the form of enrichment, is supported by a full time gifted teacher who plans extension lessons and provides replacement instruction for students in fourth and fifth grades. Other coaching staff includes the library media director and technology teacher who both support instruction through the use of various types of technology and media.

Wilmot School provides a culturally rich environment supported by a strong fine arts department. Nearly 150 students participate in instrumental music and all students participate in the annual district art fair. Wilmot has run an intergenerational program for nearly 19 years where Wilmot students join in activities with local senior citizens. The Wilmot PTO organizes a fifth grade service committee, which has supported a variety of community organizations such as the Cancer Wellness Center, Ronald McDonald House and the local food pantry. Working in conjunction with the disability awareness committee, this group has recently developed a sports program where fifth grade students serve as peer buddies to students with disabilities, as they train in various sports and games. Cultural arts and enrichment activities have also included a resident author and poet, anti-teasing and bullying programs, and many after school activities ranging from Mad Science to sports classes and a Spanish club.

Working collaboratively the entire Wilmot community has promoted a culture of high standards and improved academic achievement. Together we work towards our mission of creating a challenging learning environment that encourages students to become self-directed, life long learners, able to solve problems and think critically. In creating an environment of academic excellence the Wilmot community also supports student learning in the areas of social responsibility and citizenship. The Wilmot staff is dedicated to developing, implementing, and differentiating curriculum to ensure that all students are ready to face the demands of our changing global society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All students at Wilmot School participate in state and local assessments. Primary age students participate in the ISEL (Illinois Snapshots of Early Literacy) which assesses students in areas such as alphabet and word recognition, phonemic awareness, letter sounds, developmental spelling, fluency, writing, oral accuracy, comprehension and vocabulary. Students in grades 1-5 are assessed in language arts three times per year. On average 85% of students met grade level benchmarks and ISEL expectations in 2007.

In 2007, students in grades three, four and five participated in the Illinois Standards Achievement Test (ISAT) in the areas of reading and math. Fourth graders were also assessed in science and fifth grade students were assessed in writing. Three students participated in the Illinois Alternative Assessment and six students participated in The Illinois Measure of Annual Growth in English (IMAGE) which was administered to students with limited English proficiency.

Student ISAT scores are reported using four performance definitions linked to The Illinois Learning Standards. These are based on the student's scale score (number of questions answered correctly). Students scoring in the meets or exceeds standards categories are considered to be proficient. Those performing at the Exceeds Standards level demonstrate advanced knowledge and skills in the subject area assessed. Meets Standards indicates that a student demonstrates proficient knowledge and skills in the particular subject area. Those performing at the Below Standards level demonstrate basic knowledge and skills but only apply these in a limited way. A student in the Academic Warning category demonstrates limited knowledge and skills.

On the 2007 reading ISAT 96% of third grade students, 94% of fourth grade students, and 96% of fifth grade students performed in the meets and exceeds categories. Each of these scores represents an increase in the percentage of students meeting or exceeding the reading standards from the prior year. In the area of math 100% of Wilmot third and fourth graders met or exceeded the standards. In fifth grade 98% of students were proficient. The 2007 scores represent either a stable or upward trend in the percentage of students meeting and exceeding math standards. In all grade levels the percentage of students exceeding the ISAT standards increased from 2006 to 2007. Fourth grade students showed an 18% increase in the number of students exceeding the standards in this area. Longitudinal data does not exist for fourth grade in reading and math as these areas were not assessed on the ISAT prior to 2006. Overall upward trends exist over the past five years in math and reading for third and fifth grades.

The only subgroups with a large enough population to be scored were males/females, white, non Hispanic and students with disabilities. The only group with a discrepancy between males and females was fourth grade in reading, where there was an 8% discrepancy between males and females. In regards to students with disabilities, 82% of third graders met the reading standards and 100% met in math. For fourth grade students with disabilities, 83% met or exceeded in reading and 100% did so in math. In fifth grade 80% were proficient in reading, which was 18% higher than the 2006 scores. In math 95% of students met or exceeded the standards.

Through ongoing data analysis and interventions Wilmot will continue to see upward trends in the percentage of students meeting and exceeding ISAT standards in both math and reading. There has also been a notable increase in the number of students moving from the meets to the exceeds category as well as increased numbers of students with disabilities performing at a proficient level. Information regarding the ISAT can be found at:
<http://www.isbe.net/assessment/isat.htm>

2. Using Assessment Results

The Wilmot staff reviews and analyzes assessment data on an ongoing basis. This analysis drives instruction and leads to the creation of goals as part of the annual School Improvement Plan (SIP) and leads to the development of student interventions. State and local data were reviewed as part of an all school data retreat in August 2007. Working collaboratively, teachers studied assessment data alongside administrators, resource personnel, and the literacy coach, in

an effort to identify strengths and weaknesses of groups of students and to determine student trends in performance. Each team developed a chart/graph of data and formulated hypotheses regarding trends observed. Staff then developed classroom connections based on data patterns to impact classroom practices. This information was shared with the Wilmot Problem Solving and School Improvement Teams for further analysis and goal setting.

Careful analysis led these teams in developing three ongoing goals for the 2007-2009 school years. The first goal looks at student improvement in reading (at least one year's growth per school year) based on data from the Fountas and Pinnell Benchmark Assessment, with corresponding comprehension. Additional goals require students to demonstrate an increase in their achievement in writing as evidenced by 5th grade ISAT writing scores and building-created assessments. Goals also address improvements in student achievement in math, as measured by a 10 % increase in the number of students exceeding on the ISAT math assessment. These goals were shared with grade level teams, who formulated action plans for meeting goals which included student activities, parent involvement, professional development activities, and systems for progress monitoring.

Assessment results are reviewed continuously through grade level, problem solving and SIP team meetings. Appropriate interventions are developed and reviewed through the problem solving and the RtI processes. Coaching and professional development are driven by an analysis of data.

3. Communicating Assessment Results

The staff at Wilmot School believes that communicating assessment results to parents and the community is critical to the overall success of our students. Working collaboratively, we support students in meeting standards through ongoing education, staff development, and problem solving. Results of the ISAT and other assessments are communicated through individual student reports sent to parents, the Illinois State report card, monthly staff meetings, and through presentations of the Wilmot School Improvement plan. This plan is presented each year to the Board of Education, as well as the local community and the Wilmot PTO. Parents and the community are informed in advance of such presentations and are encouraged to attend.

The Wilmot and District 109 websites (which can be found at www.dps109.org) are other tools used for communicating information regarding student progress, assessment results and overall school performance. Many staff members have their own blogs/websites to provide greater levels of communication and community awareness. In 2007, Wilmot School initiated a Self Directed Learning blog which identifies student goals based on academic and social/emotional progress. These goals were set collaboratively between teachers and students based on data and student needs. Further details regarding such blogs and student progress are communicated via the Wilmot monthly and weekly newsletters.

The Wilmot School Improvement Plan is available to all parents. Goals and action plans can also be found on the Wilmot Website. This plan provides an extensive analysis of local and state data and identifies areas of strength and weakness based on this analysis. SIP goals are identified with an individual action plan for each goal at each individual grade level. These goals were developed by all Wilmot staff and include a plan for parent involvement. Ongoing staff development has allowed for ongoing analysis and communication regarding student progress and data.

4. Sharing Success:

Sharing successes with other schools allows for increased communication and collaboration. Wilmot shares its successes with other schools through grade level meetings, newsletters, school and teacher websites/blogs as well as through district coaching meetings and administrative team meetings. Many Wilmot staff members have presented at district in-services and share successes through ongoing committee work. Wilmot staff members serve on various committees including language arts, math, differentiation, foreign language, assessment, self-directed learning, staff development, and spelling. Participation in district level committees has allowed Wilmot teachers and administrators to learn from other schools and share our successes in various areas of instruction, curriculum, and assessment. Committee members also present information at monthly staff meetings, allowing staff to share their successes within our own building.

The district administrative team meets on a weekly basis and the district coaching team meets

once a month. These team meetings provide opportunities for school and district leaders to share information regarding activities and programs successfully implemented by staff to assess and improve student learning. Information regarding Rtl, Problem solving, self directed learning, data analysis, and coaching strategies have been shared and examined. District literacy coaches and other specialists meet on a regular basis, exchanging information and sharing ideas and successes as well. These meetings have led to greater collaboration among our staff.

School and district administrators and teachers also participate in local and national professional organizations. Attending regular meetings and professional development sessions has provided an additional forum for sharing successes. At a recent meeting of the Reading Leadership Institute, a Wilmot staff member had the opportunity to share information about the implementation of school-based problem solving and the successful implementation of literacy coaches across our district. Exchanging information and success has led to improved student learning based on current best practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

School District 109 provides a comprehensive, research-based curriculum based on state and national standards, implemented using 'best practices'. District staff provides differentiated instruction to meet the learning needs of all children, engaging each student in meaningful, challenging instruction. At Wilmot, we strive to help all students be successful in their learning, instilling a love of learning to last a lifetime.

Reading/Language Arts: Wilmot students receive instruction daily in reading, writing, literature, speaking and listening. The district has adopted the Houghton Mifflin reading series that provides balanced instruction in phonics, phonemic awareness, vocabulary, comprehension, and fluency through the in-depth study of literature. Studying a variety of literary genres, students learn about various literary forms and elements of literature. The writing curriculum utilizes a writer's workshop approach to instruction in the writing process. Students are introduced to writing skills through mini-lessons and incorporate the skills and strategies learned into their writing. Teachers skillfully guide students through the writing process from planning, to editing, to publishing quality writing. Students receive ongoing instruction and feedback from teaching staff using a district developed writing rubric. Students receive instruction in handwriting, spelling, and grammar conventions throughout their elementary experience. Students are provided with numerous opportunities to express themselves clearly and articulately as well as listen effectively within the speaking/listening areas.

Mathematics: Daily mathematics instruction builds a strong foundation for future learning focused on Illinois State Learning Standards. Teachers engage all students in learning number sense, computational fluency, geometry, measurement, algebraic reasoning, probability and data analysis, communicating mathematically, and making connections to science, the arts, and the real world.

Science: Science instruction provides opportunities for students to participate in the in-depth study of various topics. Using content area reading materials, hands-on investigations, and demonstrations, students learn both content and process skills. Students participate in activities utilizing the scientific process and experimental design techniques to investigate interactions between science, technology and society, and concepts in the life, physical, and earth/space science strands.

Social Studies: Students study various topics in social studies. Wilmot instructs students in geography, history, economics, current events, and the use of reference materials, maps and globes. Through the use of essential questions, students study their community, state, nation, and world. Their studies assist them in developing and understanding of geographic, political, and economic diversity, preparing them to assume a key role in the global society of the future.

Information Literacy: Technology has been a key focus at Wilmot. Students utilize technology and meet the district's technology and information literacy standards through instruction in a variety of 21st century technologies. Opportunities for students to utilize blogs, wikis, podcasts, and photo-stories are integrated into the daily curriculum. Information literacy and reference skills are taught both through the use of traditional reference materials, as well as through technology and the internet.

Physical Education/Health: A comprehensive physical education curriculum is provided for all students. Students are instructed in lifelong fitness, with the goal of developing students who are physically fit and value fitness throughout their life. Various units are taught to introduce students to folk dances, organized games, teamwork, and sports activities, while seeking to improve gross and fine motor skills, hand-eye coordination, etc. Students study a variety of health topics such as nutrition, dental health, human growth and development, disease prevention, consumer health, substance abuse prevention, and mental health.

Art: A developmentally appropriate art curriculum spans the K-5 grade levels introducing students to art history, art appreciation, and various art design concepts. Students study art

through history, great artists and their works, and art across cultures.

Music: Vocal music is provided for all students at Wilmot. Students learn music forms, melody, rhythm, harmony, dynamics, and tempo, as well as how to read music and perform as part of an ensemble group. Music appreciations, including historical and cultural aspects of music are studied. Students may select to participate in instrumental music beginning in grade 4.

Wilmot values the individual child and focuses on assisting the child in developing their potential to the highest level possible.

2a. (Elementary Schools) Reading:

Wilmot School uses a balanced literacy approach based on the Illinois Learning Standards in reading. The primary grades reading program focuses on developing foundational skills in early literacy including phonemic awareness, phonics, concepts of print, comprehension, vocabulary, and fluency. As students progress, the focus shifts away from the early literacy skills toward in-depth application of comprehension skills and strategies in a wide variety of genres. Teachers assess student progress in reading three times per year using the Fountas and Pinnell Benchmark Assessment System. Instruction is adjusted based on identified student needs. Teachers utilize 'best practices' to deliver reading instruction, including read alouds, shared and guided reading, independent reading, reader's theater, modeled and shared writing, interactive writing, writer's workshop, and independent writing. Teachers organize students into flexible groups to deliver instruction. Reading instruction is also supported by the Wilmot literacy coach who provides job-embedded professional development for staff and is also available to provide additional diagnostic services. The principal monitors the reading progress of each student; meeting with grade level staff three times each year to review assessment results and adjust instruction.

Wilmot uses a balanced literacy approach based on research and current best practice. Ongoing monitoring and the use of effective interventions allows staff to act on their belief that all children can learn to read and write at grade level. All staff involved in the teaching of reading has been designated as highly qualified. Gifted and talented programming for students in language arts area begins in grade three.

The Deerfield School District has selected the Houghton Mifflin reading series as the foundation of the elementary reading program. Staff regularly selects supplemental reading materials from the leveled book room, school library, and classroom libraries. Wilmot continuously reviews their reading program and seeks to improve student achievement. Currently, the school is working on developing a take home reading program which will provide a daily book to each student at their independent level that can be taken home to provide additional reading practice.

Staff development has been key in the continuous improvement of reading. Staff have participated in a variety of workshops within the district, as well as those provide by external sources. In addition, staff remain current with best practices and research through membership in professional organizations including the International Reading Association, the Illinois Reading Association, and other local professional groups.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Student at Wilmot study several areas of mathematics as identified in the Illinois Learning Standards, Illinois Assessment Frameworks, and standards developed by the National Council of Teacher so Mathematics, including: number sense and computation, patterns, relations, and algebraic thinking, geometry, measurement, data and chance, problem solving, communication, reasoning, and mathematical connections.

These strands are taught at all grade levels based on the developmental level of students. The district has selected Bridges as the program materials for students in kindergarten and grade one and Trailblazers as the mathematics text series to deliver instruction in grades 2

through 5. This approach provides skill based instruction in mathematics utilizing real world problems. Students are encouraged to communicate mathematically, demonstrate problem solving strategies, and demonstrate application of mathematical skills in a variety of settings. Many classrooms supplement the mathematics curriculum with the Number Corner program providing daily practice of mathematical skills including time, money, data and probability.

Recent school improvement goals have focused on student writing in mathematics. Staff members have participated in professional development and math Exemplars have been incorporated into instruction. Teachers have also worked with two math consultants to improve mathematics instruction. The staff analyze available mathematics assessment data to continuously monitor the achievement of students at Wilmot. Those students needing additional support receive assistance from an Interventionist, while those needing additional challenge participate in programming for gifted and talented students. Students who are identified as gifted and talented in mathematics are provided with accelerated learning opportunities.

The mathematics curriculum provides opportunities for students to acquire strong mathematics skills to prepare them for future learning and the world beyond school.

4. Instructional Methods:

Wilmot teachers work tirelessly to meet the needs of the Wilmot students. We seek to provide an appropriate challenge for all students in the school through ongoing differentiation and progress monitoring. Utilizing 'best practices' in each subject area staff meet each child where they are and challenge them to learn to their greatest potential. A wide variety of instructional options exist at Wilmot, including a strong special education program and a gifted and talented program. Regardless of the learning level of the child, the staff address the individual needs to support achievement.

Teachers utilize ongoing assessment results to guide instructional decision-making. Each grade level team meets three times a year to analyze assessment data and discuss the appropriate instructional response. Included in the conversation are support personnel who provide interventions based on identified student needs. Staff collaboratively analyze ISAT data annually, in an effort to help students continuously improve.

Staff at Wilmot utilize a variety of instructional grouping practices including whole group instruction, guided reading groups, flexible grouping, one-to-one instruction and conferencing. Additionally, parent volunteers, instructional aides and resource staff individualize instructional options. Wilmot employs a literacy coach, psychologist, social worker, speech and language therapists, special education staff, technology coordinator, and library media specialist to support instruction. The staff coordinate their efforts to provide maximum benefit for all students.

Teachers have worked to incorporate critical thinking strategies, self directed learning principles, and emerging technology across the curriculum. Using The Thinking Classroom model, staff have focused on teaching critical thinking to all students. Focusing on higher order thinking skills and questioning has extended learning opportunities in the classroom. Students are also learning to be self-directed. Ongoing focus on goal setting, self-monitoring of learning and metacognition are helping students gain control of their own learning. Finally, students are utilizing emerging technologies including wikis, blogs, podcasts and photostories to enhance their learning.

Meeting the needs of each individual student is key in the approach to learning taken at Wilmot. This approach has helped all children achieve at higher levels.

5. Professional Development:

Wilmot staff pursue a variety of professional development opportunities. Workshops such as those provided to all staff in literacy, writing, and technology ensure that all teachers learn 'best practices' and remain current with research. Monthly grade level meetings provide an opportunity for staff to discuss various grade level instructional needs, plan instructional strategies and curriculum needs. Membership on curriculum committees provides another opportunity for staff to have input into the curriculum developed and implemented within the district. Data analysis has been a focus for the entire staff. Wilmot held a data retreat in late August that in-serviced all staff in the process of collecting,

analyzing and using data to make instructional decisions and to develop appropriate interventions. Staff meetings have been used to continuously review student assessment data and discuss how to meet student needs, whether for additional support or differentiation. Mathematics consultants visit the school monthly to provide coaching for staff. Job embedded coaching is also provided by trained resource staff including the gifted and talented resource teacher, literacy coach, technology coordinator, psychologist, and social worker. Summer institutes are held to provide another avenue of learning for staff.

Teachers also pursue professional development opportunities outside the district. Staff are encouraged to continue their formal education through contractual benefits. Workshop attendance is supported as well. Many staff attend regional, state, and national conferences through funding provided by the district.

New to the profession and new to the district teachers and administrators are provided with mentors. A three day intensive training and bimonthly meetings provide support for new teachers. Mentors are provided with training on peer coaching and strategies for supporting new teachers. Addressing the needs of new teachers has had a positive impact on teacher retention and aided their adjustment to the new position.

Professional development in all forms is valued and has positively impacted the learning of Wilmot students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year 2006-2007 Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	96	94	89	88	85
% "Exceeding" State Standards	45	41	39	42	41
Number of students tested	83	85	100	99	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	82	75	70	59	57
% "Exceeding" State Standards	29	25	30	24	21
Number of students tested	17	17	20	17	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	94	93			
% "Exceeding" State Standards	46	22			
Number of students tested	87	105			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	83	84			
% "Exceeding" State Standards	12	28			
Number of students tested	19	17			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	96	93	83	94	91
% "Exceeding" State Standards	53	53	42	53	42
Number of students tested	105	98	64	111	87
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	80	61	42		79
% "Exceeding" State Standards	30	23	0		29
Number of students tested	20	13	12	9	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	99	95	94	95
% "Exceeding" State Standards	72	66	63	54	70
Number of students tested	83	85	101	99	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	94	81	76	86
% "Exceeding" State Standards	59	50	38	29	50
Number of students tested	17	17	21	17	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	98			
% "Exceeding" State Standards	53	47			
Number of students tested	87	105			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	98			
% "Exceeding" State Standards	29	22			
Number of students tested	17	19			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	98	98	93	96	99
% "Exceeding" State Standards	29	24	35	35	28
Number of students tested	105	98	65	111	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	95	85	69		93
% "Exceeding" State Standards	15	8	15		7
Number of students tested	20	13	13	9	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					