

P-5 EVALUATION

PRESCHOOL GRADE 5

1999-2000



THOMAS JEFFERSON ELEMENTARY SCHOOL
MRS. MELVINA LUBE, PRINCIPAL
1832 43RD STREET
KENOSHA, WI 53140
(262)653-6390

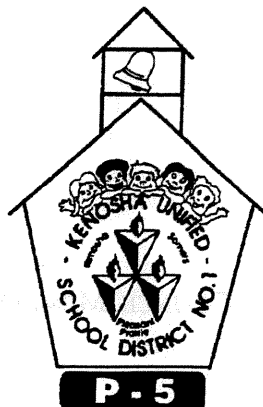


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I SCHOOL DESCRIPTION

A. SCHOOL'S MISSION STATEMENT

TO SUCCESSFULLY EDUCATE ALL STUDENTS TO REACH THEIR FULLEST INTELLECTUAL, ACADEMIC, SOCIAL/EMOTIONAL AND PHYSICAL POTENTIAL.

AT THOMAS JEFFERSON ELEMENTARY WE BELIEVE THAT STUDENTS CAN EXHIBIT SOCIAL RESPONSIBILITY AND PURSUE ACADEMIC EXCELLENCE. THIS VISION IS THE FOUNDATION UPON WHICH OUR STUDENTS WILL BUILD THEIR FUTURE.

OUR MISSION IS TO MAINTAIN HIGH, THOUGH REALISTIC, ACADEMIC STANDARDS FOR ALL STUDENTS; TO MAINTAIN A POSITIVE AND ORDERLY LEARNING ENVIRONMENT; TO BE AWARE OF AND TO MEET THE SPECIAL NEEDS OF STUDENTS FROM A WIDE VARIETY OF FAMILY BACKGROUNDS, TO PROMOTE COMMUNICATION AND COOPERATION AMONG HOME, SCHOOL, AND COMMUNITY; TO PROMOTE STUDENTS' SELF-ESTEEM AND INSTILL PRIDE FOR JEFFERSON SCHOOL; TO PREPARE AND EDUCATE STUDENTS REGARDING THE PRIVILEGES, RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.

I SCHOOL DESCRIPTION

B. STANDARD P-5 PROGRAM FEATURES

- STAFF COMMITTED TO IMPROVING STUDENT ACADEMIC PERFORMANCE.
- CLASS SIZE WAS LIMITED TO MAXIMUM OF TWENTY-FIVE WHENEVER POSSIBLE.
- OUR SCHOOL STAFFING COMMITTEE ADDRESSED THE ACADEMIC, AND EEN OF STUDENTS.
- HOME SCHOOL LIAISON WORKED WITH JEFFERSON FAMILIES TO INCREASE PARENT INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN.
- FIFTH AND FIRST GRADE TEACHERS ASSIST WITH IMPROVING ACADEMIC SKILLS OF STUDENTS.
- ANNUAL EVALUATION TESTING WAS CONDUCTED BY THE LEGISLATURE.
- MAINTAINING THREE NETWORK COMPUTER LABELS, TWO AT THE MAIN AND ONE AT THE ANNEX BUILDING.
- READING RECOVERY
- PARENT PARTICIPATING IN SCHOOL-WIDE PLANNING AND DECISION MAKING
- INSERVICE TO MEET SCHOOLWIDE GOALS WAS REQUIRE OF ALL STAFF MEMBERS

I SCHOOL DESCRIPTION

C. UNIQUE PROGRAM FEATURES

- 1. A BUDGET OF \$139,754.00 FUNDED ON FULL TIME RESOURCE TEACHER, LAB MANAGERS, READING RECOVERY, FIELD TRIPS, SUPPLIES, TRANSPORTATION, PARENTAL INVOLVEMENT, AND STUDENT INCENTIVES.**
- 2. A FIFTH AND FIRST GRADE TEACHERS PROVIDE SMALL CLASS SIZE.**
- 3. CONTINUE OUR READING RECOVERY PROGRAM TO SUPPORT STRUGGLING FIRST GRADE STUDENTS.**
- 4. PARENTAL INVOLVEMENT ACTIVITIES WERE OFFERED THROUGHOUT THE YEAR. WE ALSO HAVE A FAMILY COORDINATOR/FAMILY CENTER.**
- 5. STAFF DEVELOPMENT OPPORTUNITIES WERE PROVIDED WITHIN THE SCHOOL, THE CLASSROOM, THE DISTRICT AND AS WELL AS REGIONAL.**
- 6. HOME SCHOOL LIAISONS, CONTACT WITH FAMILIES, AVERAGE DAILY ATTENDANCE WILL INCREASE, TARDINESS WILL DECREASE, STUDENTS WILL ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR, AND PARENTS WILL ATTEND CONFERENCES.**
- 7. OUR SCHOOL IS FEATURED ON A WEB PAGE.**
- 8. A SCHOOL-WIDE FOCUS ON USING TECHNOLOGY AS A TOOL FOR LEARNING AND FOR WRITING.**
- 9. COOPERATIVE GRANT WITH CESA TO FOSTER THE SELECTION OF A SCHOOL REFORM MODEL. SELECTION OF "DIFFERENT WAYS OF KNOWING" REFORM MODEL FOR 2000-2001 SCHOOL YEAR IMPLEMENTATION.**

READING RECOVERY AT JEFFERSON:

JEFFERSON ELEMENTARY SCHOOL IS CURRENTLY PROVIDING AN EARLY INTERVENTION PROGRAM FOR FIRST GRADE STUDENTS CALLED READING RECOVERY. READING RECOVERY IS DESIGNED TO ASSIST CHILDREN WHO ARE HAVING DIFFICULTY LEARNING TO READ AND WRITE. ELIGIBLE CHILDREN ARE TESTED AND IDENTIFIED TO RECEIVE A SHORT-TERM INDIVIDUALLY DESIGNED PROGRAM OF INSTRUCTION THAT ALLOWS THEM TO SUCCEED BEFORE THEY ENTER A CYCLE OF READING FAILURE. THE GOAL OF READING RECOVERY IS TO ACCELERATE CHILDREN'S LITERACY LERANING TO THE POINT WHERE THEY CAN EFFECTIVELY PARTICIPATE IN THE REGULAR CLASSROOM PROGRAM AT THE AVERAGE CLAS LEVEL, TYPICALLY WITHIN 20 WEEKS.

READING RECOVERY IS A PREVENTIVE MEASURE DESIGNED TO ASSIST THE LOWEST-ACHIEVING FIRST GRADE CHILDREN BEFORE THEY EXPERIENCE CONSISTENT DIFFICULTIES AND FAILURE. AT JEFFERSON ELEMENTARY WE BELIEVE THE PREVENTION OF READING AND WRITING FAILURE IS THE RESPONSIBILITY OF THE WHOLE SCHOOL. READING RECOVERY IS ONE PART OF JEFFERSON SCHOOL'S COMMITMENT TO ENSURING ALL OF OUR CHILDREN BEGIN THE TASK OF BECOMING LITERATE WITH SUCCESS.

REPORT OF READING RECOVERY PRORESS FOR 1999-2000.

THIS YEAR AT JEFFERSON SCHOOL CARRI PALMER AND CORRINE NELSON SERVICED A TOTAL OF 18 CHILDREN IN READING RECOVERY.

- 11 STUDENTS WERE DISCONTINUED FROM READING RECOVERY**
- 4 STUDENT WAS WITHDRAWN FROM READING RECOVERY AT LESSONS.**
- 3 STUDENTS DID NOT MEET REQUIREMENTS FOR DISCONTINUATION AT THE END OF THE SCHOOL YEAR AND WILL REMAIN WITH MS. NELSON FOR SUMMER SCHOOL.**

THE AVERAGE TEXT LEVEL IN THE BEGINNING OF THE YEAR WAS LEVEL B. THE AVERAGE TEXT LEVEL A T THE END OF THE YEAR FOR DISCONTINUED STUDENTS WAS LEVEL 18. THE AVERAGE NUMBER OF WEEKS A STUDENT WAS IN THE PROGRAM WAS 16 WEEKS. THE AVERAGE NUMBER OF LESSONS A STUDENT WAS IN THE PROGRAM WAS 50 LESSONS.

II DEMOGRAPHIC INFORMATION

A. ENROLLMENT

JEFFERSON ELEMENTARY IS LOCATED IN ONE OF KENOSHA'S OLDER RESIDENTIAL NEIGHBORHOODS. THE SCHOOL IS HOUSED ON ONE CAMPUS BUT IN TWO SEPARATE BUILDINGS. A SHORT HISTORY OF OUR SCHOOL BUILDING FOLLOWS:

IN THE EARLY 1920'S KENOSHA WAS IN NEED OF ANOTHER ELEMENTARY SCHOOL TO RELIEVE THE OVERCROWDED CONDITIONS AT BAIN SCHOOL. IN 1922, THE SCHOOL BOARD SELECTED A 4.82 ACRE SITE FOR THE NEW SCHOOL. PLANS FROM THE GRANT SCHOOL WERE USED, AND IN 1924 JEFFERSON ELEMENTARY SCHOOL FIRST OPENED ITS DOORS. THE SCHOOL WAS NAMED IN HONOR OF THOMAS B. JEFFERSON, THE THIRD PRESIDENT OF THE UNITED STATES.

THE ORIGINAL BUILDING HAD NINE ROOMS AND A GYMNASIUM-AUDITORIUM. A PORTABLE BUILDINGS WERE SET UP ON THE LOT TO ACCOMMODATE THE OVERFLOW ENROLLMENT OF THE NEW SCHOOL. THE PARENT TEACHER ASSOCIATION WAS STARTED SOON AFTER JEFFERSON SCHOOL FIRST OPENED. MRS. GEORGE NELSON TREMPER SERVED AS PRESIDENT OF THE ORGANIZATION. ONE OF THE PTA'S FIRST PROJECTS WAS THE OPENING OF A COMMUNITY CENTER AT JEFFERSON SCHOOL IN THE FALL OF 1925. CENTERS OF THIS TYPE WERE QUITE POPULAR IN KENOSHA UNTIL WORLD WAR II.

IN 1927, AN ADDITIONAL LOT WAS PURCHASED ON THE NORTH END OF THE SCHOOL SITE TO MAKE ROOM FOR THE ORTHOPEDIC STUDENTS' OPEN AIR SCHOOL, NOW KNOWN AS THE JEFFERSON ANNEX.

OVERCROWDING CONTINUED TO BE A PROBLEM IN THE 1950'S. NEW WINGS WERE BUILT ON THE EAST AND WEST ENDS OF THE BUILDING TO ACCOMMODATE STUDENTS AND STAFF AND COMPLETED THE BUILDING AS IT STANDS TODAY.

JEFFERSON CELEBRATED ITS 75TH ANNIVERSARY IN MARCH OF 2000. CURRENTLY WE HOUSE KINDERGARTEN THROUGH FIFTH GRADES. THERE ARE 18 CLASSROOMS WITH ADDITIONAL SPACE FOR MUSIC, NEW COMPUTER LAB, SPECIAL EDUCATION RESOURCE ROOM, READING ROOM, SPEECH ROOM, AND PLAYGROUND WITH GREEN SPACE.

JEFFERSON'S DIVERSE POPULATION CREATES A GLOBAL PROSPECTIVE WHICH REFLECTS THE WORLD IN WHICH WE LIVE. WE HAVE A HIGHLY SKILLED STAFF WITH SUPPORTIVE LEADERSHIP FROM MRS. LUBE, THE PRINCIPAL, WHO SEEKS OUT THE GIFTS AND TALENTS OF ALL OF OUR STUDENTS.

II DEMOGRAPHIC INFORMATION

B. ETHNICITY

JEFFERSON'S STUDENT POPULATION IS BROKEN DOWN INTO THE FOLLOWING ETHNIC CATEGORIES:

EUROPEAN AMERICAN	55%
AFRO AMERICAN	24%
HISPANIC	19%
ASIAN	.01%
INDIAN	.002%

II DEMOGRAPHIC INFORMATION

C. GENDER

JEFFERSON ELEMENTARY SCHOOL IS COMPRISED OF 370 STUDENTS --191 MALE AND 179 FEMALE STUDENTS.

II DEMOGRAPHIC INFORMATION

D. FREE AND REDUCED LUNCH

THE AVERAGE ENROLLMENT AT THOMAS JEFFERSON ELEMENTARY SCHOOL IS 370 STUDENTS. APPROXIMATELY HALF OF OUR STUDENTS RECEIVE FREE LUNCH AND APPROXIMATELY 11% OF OUR STUDENTS RECEIVED REDUCED LUNCHESES DAILY. MANY OF OUR STUDENTS COME FROM SINGLE PARENT HOMES AND THERE IS A GREATER NUMBER OF GRANDPARENTS TAKING FULL CARE OF THE CHILDREN WHO ATTEND JEFFERSON ELEMENTARY SCHOOL.

II DEMOGRAPHIC INFORMATION

E. MOBILITY

THE TRANSPORTATION COMPONENT OF THE P-5 PROGRAM WAS IMPLEMENTED IN NOVEMBER OF THE 1989-90 SCHOOL YEAR AND CONTINUED THROUGH THE 1999-2000 SCHOOL YEAR. THE INTENT OF THIS COMPONENT IS TO PROVIDE SCHOOL STABILITY FOR THESE STUDENTS. PARENTS ARE OFFERED TRANSPORTATION IN ORDER FOR TO HAVE THEIR CHILD REMAIN AT THE P-5 SCHOOL IN WHICH THE STUDENT WAS ENROLLED ON THE THIRD FRIDAY IN SEPTEMBER.

JEFFERSON FACES MANY OF THE PROBLEMS TYPICAL OF SCHOOLS LOCATED IN LOW SOCIOECONOMIC AREAS. OUR STUDENT POPULATION IS EXTREMELY MOBILE. WITH P-5 BUSING WE ARE ABLE TO KEEP THE STUDENTS IN OUR SCHOOL WITHOUT A TRANSFER. EVERY AVAILABLE SPACE HAS BEEN UTILIZED FOR CLASSROOMS, COMPUTER LABS, AND OFFICE SPACE. THE TWO BUILDINGS ARE NOW OPERATING AT 100% OF THE STUDENT CAPACITY.

TRANSPORTATION	
SCHOOL YEAR	NUMBER OF STUDENT WHICH MOVED AND USED P-5 BUSING
1997-1998	27
1998-1999	24
1999-2000	28

II DEMOGRAPHIC INFORMATION

F. ATTENDANCE

JEFFERSON ELEMENTARY SCHOOL MAINTAINS AN AVERAGE 95% DAILY ATTENDANCE RATE. THIS ATTENDANCE RATE IS DUE TO THE EFFORT OF OUR HOME/SCHOOL LIAISON. OUR LIAISON IS A VITAL LINK BETWEEN THE SCHOOL AND HOME.

OUR HOME/SCHOOL LIAISON PERFORMS HOME VISITS AND PROVIDES TRANSPORTATION WHEN NEEDED TO ENSURE CHILDREN ATTEND SCHOOL ON A DAILY BASIS.

III P-5 PERFORMANCE STANDARDS

A. 1998-1999

- 1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE (WSAS) MATH AND READING WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 3. DISTRICT STANDARDIZED TESTS (ITBS) TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.**

III P-5 PERFORMANCE STANDARDS

B. 1999-2000

- 1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE (WSAS) MATH AND READING WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 3. DISTRICT STANDARDIZED TESTS (ITBS) TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.**

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

A. GOAL I

WISCONSIN READING COMPREHENSION TEST (WRCT)

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED	PERCENT NOT TESTED	PERCENT AT MINIMAL	PERCENT AT BASIC	PERCENT AT PROFICIENT	PERCENT AT ADVANCED	COMBINED PROFICIENT & ADVANCED	KENOSHA	STATE
97-98	83	8.4	13.3	38.6	32.5	7.2	39.7	56.2	64.9
98-99	62	12.9	12.9	33.9	35.5	4.8	40.3	61.4	70.1
99-00	55	18.2	5.5	29.1	34.5	12.7	47.2	65.4	74.5

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

B. GOAL II

4TH GRADE WKCE

1997-1998	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	0	32	64	12	12	43	38	2	8	38	49	12	3	32	50	10	10	33	38	13
DISTRICT	5	14	59	16	7	41	40	5	6	33	39	17	7	20	53	14	9	21	51	14
STATE	7	16	57	12	10	43	36	4	8	34	37	15	8	22	51	13	10	21	49	13
NATIONAL	26	19	44	11	26	40	29	5	20	38	31	11	18	26	44	12	28	19	36	17

1998-1999	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	0	15	75	10	0	23	46	21	7	34	59	8	1	11	70	17	3	10	61	27
DISTRICT	5	14	62	13	3	22	46	24	3	21	46	25	2	10	64	20	3	10	49	35
STATE	5	12	62	16	3	19	45	27	2	19	45	30	1	8	60	27	3	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

1999-2000	READING				LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	5	23	59	5	7	23	41	16	2	30	64	18	7	12	72	10	2	13	61	20
DISTRICT	6	15	63	11	4	22	46	23	2	21	43	31	1	10	65	19	3	10	50	32
STATE	5	12	63	15	3	20	45	27	2	19	43	31	1	8	60	27	2	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

* PROFICIENCY CATEGORIES ARE AS FOLLOWS: 1 = MINIMAL, 2 = BASIC, 3 = PROFICIENT, 4 = ADVANCED

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

C. GOAL III

PERCENT OF STUDENTS AT OR ABOVE 50TH NATIONAL PERCENTILE (ITBS/WKCE)

READING	1997-1998	1998-1999	1999-2000
SCHOOL	47.0%	46.50%	46.05%
DISTRICT	61.9%	56.98%	57.79%

MATH	1997-1998	1998-1999	1999-2000
SCHOOL	43.6%	48.36%	55.98%
DISTRICT	57.0%	60.97%	63.4%

LANGUAGE	1997-1998	1998-1999	1999-2000
SCHOOL	47.3%	47.33%	45.61%
DISTRICT	63.7%	60.54%	60.77%

V ANALYSIS OF ACHIEVEMENT

JEFFERSON CONTINUES TO SHOW INCREASES IN THE NUMBERS OF STUDENTS SCORING AT PROFICIENT OR ABOVE ON THE WRCT.

FOURTH GRADE STUDENTS INCREASED IN MATH ON THE WKCE FROM 49% IN 1997-98 TO 64% AT PROFICIENT OR ABOVE IN 1999-2000. WKCE SCORES ALSO INCREASED IN LANGUAGE FROM 40% TO 57%.

THE PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE ON STANDARDIZED TESTS INCREASED IN MATH BY 12.3% OVER THE LAST THREE YEARS.

VI P-5 HOLISTIC WRITING SAMPLE RESULTS

	GRADE 2					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.27	4.33	4.50	33.34	38.60	49.99
DISTRICT	4.45	4.37	4.65	42.51	38.62	36.84
PROGRAM	4.23	4.26	4.21	37.37	33.90	37.65

	GRADE 5					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.10	4.09	5.04	18.75	21.82	60.78
DISTRICT	4.23	4.24	4.64	26.04	30.00	46.34
PROGRAM	4.20	4.20	4.59	28.83	27.54	45.54

VII COORDINATION WITH OTHER PROGRAMS

JEFFERSON ELEMENTARY SCHOOL COORDINATES THE P-5 PROGRAM WITH MANY DIFFERENT PROGRAMS/FUNDING PROGRAMS INCLUDING: SAAG, TITLE I, COMMUNITY LEARNING CENTER, GALEF INSTITUTE "DIFFERENT WAYS OF KNOWING", CESA, KABA MENTOR PROGRAM, STUENT PARTNERSHIPS.

PROGRAM	DESCRIPTION	START DATE	END DATE	STATUS	CONTACT	REMARKS
SAAG	State Assessment Assessment Grant	08/01/00	07/31/01	Completed	John Smith	
TITLE I	Elementary Education	08/01/00	07/31/01	Ongoing	Jane Doe	
COMMUNITY LEARNING CENTER	Community Learning Center	08/01/00	07/31/01	Ongoing	John Smith	
GALEF INSTITUTE	Galef Institute	08/01/00	07/31/01	Ongoing	Jane Doe	
CESA	Community Education Service Agency	08/01/00	07/31/01	Ongoing	John Smith	
KABA MENTOR PROGRAM	Kaba Mentor Program	08/01/00	07/31/01	Ongoing	Jane Doe	
STUENT PARTNERSHIPS	Student Partnerships	08/01/00	07/31/01	Ongoing	John Smith	

PROGRAM	DESCRIPTION	START DATE	END DATE	STATUS	CONTACT	REMARKS

VIII PROFESSIONAL DEVELOPMENT

<u>TRAINING/COURSE NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
P-5/TITLE I CONFERENCE	10
WASA - WOMEN IN ADMINISTRATION	1
GOVERNOR'S WISCONSIN EDUCATION TECHNOLOGY CONFERENCE	1
WASB-WASDA-WASDO STATE EDUCATION CONVENTIONS	1
BUILDING PARENT PARTNERSHIPS TO IMPROVE YOUR STUDENTS LEARNING	2
REDUCING CLASSROOM BEHAVIOR PROBLEMS	2
CREATING MEANINGFUL PARENT & COMMUNITY PARTNERSHIPS	1
WISCONSIN KINDERGARTEN CONVENTION	2
KINDERGARTEN SEMINAR	3
MAXIMIZE STUDENT PERFORMANCE IN READING & LANGUAGE ARTS THROUGH A BALANCE LITERACY PROGRAM	2
DWOK SITE VISITS	4
FOSS	35
EVERYDAY MATH	35
TOGETHER	1
DWOK TRAINING	4

IX PARENT/COMMUNITY INVOLVEMENT

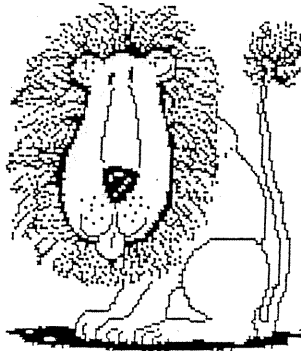
<u>CONFERENCE/ACTIVITY NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
AWARDS ASSEMBLIES	400
OPEN HOUSE	240
FUN FAIR	350
PARENT INVOLVEMENT/WORKSHOPS	15
CHAT & CHEWS	360
BLUE FOLDERS	379
75 TH ANNIVERSARY	150
FIRE HOUSE	250
5 TH GRADE PROMOTIONAL CEREMONY	300
PARENT TEACHER CONFERENCES	200
KINDERGARTEN SCREENING VOLUNTEERS	10
GERMAN PROGRAM	400
LUNCH SUPERVISOR APPRECIATION DAY	15
KINDERGARTEN REGISTRATION	50
BOYS AND GIRLS SCOUTS	25
CITIZENSHIP BREAKFAST	110
KABA	9
PTO	23
JINGLE BELL SHOP	370
NEW PARENT VISITATION DAY	10
VOLUNTEER LUNCHEON	10

X SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL MEMBERS

<u>NAME</u>	<u>POSITION</u>
MELVINA LUBE	PRINCIPAL
BOB CALDIN	TEACHER
OLIVIA GARNER	TEACHER
BILL HENSLEY	PARENT
TRACY HAMILTON	PARENT
RICHARD BONNAR	COUNSELOR
YVONNE SIEDJAK	PARENT
ALLYSON ROSCIOLI	TEACHER
SHERRY ROJAS	PARENT
VALERIE SMITH	TEACHER
ANNE WINKLE	TEACHER
GILBERT GONZALEZ	PARENT
TRACY JEPSON	TEACHER
ESSIE RILEY	PARENT
GARY NISSACKE	PSYCHOLOGIST
PATRICIA SCHWEINSBERG	PARENT

P-5 EVALUATION ***PRESCHOOL GRADE 5***

1999-2000



LINCOLN ELEMENTARY SCHOOL
RICHARD J. AIELLO, PRINCIPAL
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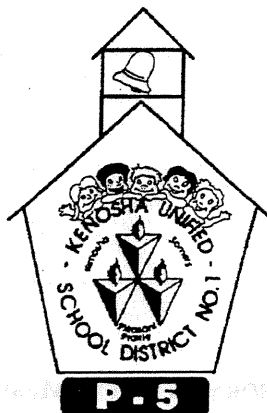


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I SCHOOL DESCRIPTION

A. SCHOOL'S MISSION STATEMENT

Lincoln Elementary School is a child-centered family of learners. We are comprised of an active network of students, staff, family and community members dedicated to preparing students for success in an ever-changing world. We are committed to creating and nurturing a culture that promotes life-long learning and responsible citizenship.

Our school community:

- welcomes, nurtures, and empowers learning in a physically and emotionally safe environment
- promotes active, creative, and challenging instruction and learning
- uses authentic instruction and assessment
- extends learning beyond the school into the community
- respects and considers others' needs and feelings in a diverse and cooperative atmosphere
- accepts new ideas
- believes all students can learn and empowers individuals to reach their potential
- hold high expectations and achievement standards for all students, building on a substantial knowledge base
- is a fun and exciting place that taps into the learner's interest
- fosters self-regulation behaviors and a strong work ethic
- values education

I SCHOOL DESCRIPTION

B. STANDARD P-5 PROGRAM FEATURES

Other key components of Lincoln Elementary are a Parent/Teacher Organization, the Lincoln Neighborhood Latchkey Program, the KYF after school care, Girl Scouts, Wrestling Club, Karate Club, Choir, Safety Patrol, and Kiwanis Club's Terrific Kids program.

1. Class Size
Class size will be limited to 25 full-time students per class in grades kindergarten through grade 5. When the 25/1 ration is reached, new pupils will be assigned to other sights according to District guidelines. These displaced students will be given the option to enroll at the P-5 school pending available openings.
2. Mobility Reduction
P-5 funds will be used to provide transportation for pupils who move out of a P-5 attendance area to enable them to complete the school year at Lincoln Elementary.
3. P-5 Advisory Council/Site Council
Lincoln Elementary composed of staff, parents, and the school administrator, will monitor the educational program through regular meetings.
4. Staff Development
Lincoln Elementary will provide staff development in areas which will be coordinated with our School Reform Plan and assist in the achievement of the P-5 and Title I goals.
5. Multidisciplinary Team Process
Lincoln Elementary will follow the guidelines of the M-Team process which is currently in place for the Kenosha Unified School District.
6. Testing
Lincoln Elementary will follow the schedule currently in place for the Kenosha Unified School District. Each child shall be tested on schedule with the standardized test currently being used. Other assessments will be utilized to determine student and school effectiveness.
7. Evaluation of P-5 Project
A comprehensive evaluation has been planned for this project by the Research Department. A summative component is planned to determine if the students' achievement and behavioral objectives have been met. Corrective action plans will be developed for specific objectives that need to improve.

I SCHOOL DESCRIPTION

C. UNIQUE PROGRAM FEATURES

A. Position Description/Duties and Responsibilities

Project Coordinator

- Directly oversee the school-wide Direct Instruction reform implementation
- Assist teachers in assessing progress in Reading and Language
- Provide suggestions for methodology
- Assist staff to carry out the P-5 objectives
- Investigate and purchase equipment which will assist in meeting the P-5 objectives

Enrichment & Tutoring Clubs

- One hour (1) of work after school
- Four 9 week sessions of clubs
 - Girls Club
 - Boys Club
 - Karate Club
 - Wrestling Club

B. Equipment, Material, and Supplies

- Consumable and nonconsumable materials directly related to Reading and Language (Direct Instruction).

III P-5 PERFORMANCE STANDARDS

A. 1998-1999

- 1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE READING AND MATH WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 3. DISTRICT STANDARDIZED TEST(I.E. IOWA TEST OF BASIC SKILLS (ITBS). TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.**

III P-5 PERFORMANCE STANDARDS

B. 1999-2000

- 1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE READING AND MATH WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.**
- 3. DISTRICT STANDARDIZED TEST(I.E. IOWA TEST OF BASIC SKILLS (ITBS). TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.**

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

A. GOAL I

WISCONSIN READING COMPREHENSION TEST (WRCT)

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED	PERCENT NOT TESTED	PERCENT AT MINIMAL	PERCENT AT BASIC	PERCENT AT PROFICIENT	PERCENT AT ADVANCED	COMBINED PROFICIENT & ADVANCED	KENOSHA	STATE
97-98	52	17.3	9.6	40.4	28.8	3.8	32.	56.2	64.9
98-99	49	16.3	4.1	36.7	34.7	8.2	42.9	61.4	70.1
99-00	46	13	13	48	26	0	26	65.4	74.5

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

B. GOAL II

4TH GRADE WKCE

(THE DATA IN THIS GRAPH SHOULD BE BASED ON THE SELECTED SUBJECT AREAS CHOSEN FOR THE PARTICULAR SCHOOL YEAR)

1997-1998	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	31	26	15	5	26	41	10	0	26	36	15	0	31	23	26	0	31	23	26	0
DISTRICT	5	14	59	16	7	41	40	5	6	33	40	17	7	20	54	15	9	21	51	15
STATE	7	16	57	12	10	43	36	4	8	34	37	15	8	22	51	13	10	21	49	13
NATIONAL	26	19	44	11	26	40	29	5	20	38	31	11	18	26	44	12	28	19	36	17

1998-1999	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	6	10	58	3	0	32	32	13	3	32	29	10	6	16	71	0	3	10	71	10
DISTRICT	5	14	62	13	3	21	46	24	3	21	46	26	1	10	64	20	3	10	49	35
STATE	5	12	62	16	3	19	45	27	2	19	45	30	1	8	60	27	3	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

1999-2000	READING				LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL	9	22	56	6	3	31	47	13	3	41	38	16	0	31	56	9	3	22	59	13
DISTRICT	6	15	63	11	4	22	46	23	2	21	43	31	1	10	65	19	3	10	50	32
STATE	5	12	63	15	3	20	45	27	2	19	43	31	1	8	60	27	2	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

* PROFICIENCY CATEGORIES ARE AS FOLLOWS: 1 = MINIMAL, 2 = BASIC, 3 = PROFICIENT, 4 = ADVANCED

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

C. GOAL III

PERCENT OF STUDENTS AT OR ABOVE 50TH NATIONAL PERCENTILE (ITBS/WKCE)

READING	1997-1998	1998-1999	1999-2000
SCHOOL	32.0	33.1	27.50
DISTRICT	61.9	56.98	57.79

MATH	1997-1998	1998-1999	1999-2000
SCHOOL	25.0	31.9	23.5
DISTRICT	57.0	60.97	63.40

LANGUAGE	1997-1998	1998-1999	1999-2000
SCHOOL	30.6	33.3	29.6
DISTRICT	63.7	60.54	60.77

V ANALYSIS OF ACHIEVEMENT

IN THE ITBS ASSESSMENT, LINCOLN ELEMENTARY STUDENTS SHOWED GROWTH FROM THE 1997-98 SCHOOL YEAR TO THE 1998-99 SCHOOL YEAR IN ALL CATAGORIES EXCEPT FOR READING. THE RESULTS FROM 1999-00 SCHOOL YEAR SHOWED A DECLINE IN ACHIEVEMENT IN ALL 3 GRADE LEVELS AND IN ALL SUBJECT AREAS.

AS FOR THE WRCT, THE NUMBER OF STUDENTS SCORING IN THE PROFICIENT OR ADVANCED CATAGORIES INCREASED FROM THE 1997-98 SCHOOL YEAR TO THE 1998-99 SCHOOL YEAR. DURING THE PAST YEAR, 1999-00 SCHOOL YEAR, THE PERCENTAGE OF 3RD GRADERS SCORING IN THE PROFICIENT OR ADVANCED CATAGORIES DROPPED SIGNIFICANTLY. DISCUSSION ABOUT THE DROP IN SCORES WILL FOLLOW THE WSAS ANALYSIS.

THE WSAS SCORES ALSO TRENDED UPWARD FROM THE 1997-98 SCHOOL YEAR TO THE 1998-99 SCHOOL YEAR. AS FOR THE 1999-00 RESULTS, THE SCORES REMAINED CONSTANT AND DID NOT DROP LIKE THE ITBS AND THE WRCT. THIS CAN BE CONSIDERED AS POSITIVE.

THE QUESTION MUST BE ASKED AS TO WHY DID THE SCORES MAINLY TREND DOWNWARD FOR THE 1999-00 SCHOOL? GOING INTO THE 1999-00 SCHOOL YEAR LINCOLN ELEMENTARY TRANSITIONED TO SCHOOL WIDE REFORM. IT WAS A SITE DECISION TO EMBARK ON A PROGRAM TITLED DIRECT INSTRUCTION. THIS DECISION, AIDED BY THE KUSD ADMINISTRATION, WAS A COMMITMENT BY THE STAFF AT

LINCOLN ELEMENTARY TO NOT BE SATISFIED WITH MODEST GROWTH. THE IMPLEMENTATION OF DIRECT INSTRUCTION HAD A AFFECT ON THE OVERALL PROGRAMING AND SCHEDULING OF OUR SCHOOL. IT ALSO REQUIRED US TO MOVE OUR STUDENTS BACKWARDS IN CONTENT AND DELIVERY IN ORDER TO FILL THE DECODING, FLUENCY, AND COMPREHENSION GAPS. EMBARKING ON THE MANY CHANGES MADE FOR THE 1999-00 SCHOOL YEAR, WE EXPECTED SOME LEVELING OR DECLINE IN OUR SCORES. THE EFFECT OF THIS IMPLEMENTATION WILL BEGIN TO BE OBSERVED IN THE 2000-01 TESTING RESULTS.

VI P-5 HOLISTIC WRITING SAMPLE RESULTS

	GRADE 2					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.23	3.67	3.72	35.0	9.52	54.72
DISTRICT	4.45	4.37	4.65	42.51	38.62	36.84
PROGRAM	4.23	4.26	4.21	37.37	33.9	37.65

	GRADE 5					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.40	4.29	4.05	37.5	41.67	26.78
DISTRICT	4.30	4.23	4.64	26.04	30.0	46.34
PROGRAM	4.32	4.20	4.59	28.83	27.54	45.45

VII COORDINATION WITH OTHER PROGRAMS

TITLE ONE

SPECIAL EDUCATION

HEAD START

21ST CENTURY LEARNING GRANT

TITLE TWO (STAFF DEVELOPMENT)

TITLE FOUR (SAFE AND DRUG FREE SCHOOLS)

TITLE SIX (INOVATIVE PRACTICES)

LINCOLN MIDDLE SCHOOL

TREMPER HIGH SCHOOL

DARE

KABA MENTOR PROGRAM

PEN PAL PROGRAM WITH RSVP

VIII PROFESSIONAL DEVELOPMENT

<u>TRAINING/COURSE NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
DIRECT INSTRUCTION TRAINING	ALL STAFF
WEEKLY STAR MEETINGS	ALL STAFF
DI COACHES TRAINING	6
JOSTEN INSERVICE	ALL STAFF
EVERY DAY MATH INSERVICE	18
TITLE ONE PORTFOLIO WORKSHOP	15
SITE BASE MANAGEMENT WORKSHOP	10
P-5/TITLE ONE CONFERENCE	10
TITLE ONE NATIONAL CONFERENCE	1
FOSS SCIENCE INSERVICE	18
NEW TEACHER PROGRAM	2

IX PARENT/COMMUNITY INVOLVEMENT

<u>CONFERENCE/ACTIVITY NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
CHAT'N CHEW- AGGRESIVE BEHAVIOR	26
VIOLENCE	19
ELEMENTARY AGE CHILDREN	
AND SMOKING	10
SCHOOL SAFETY "WHAT IS IN PLACE	
AT YOUR SCHOOL	8
THE CHILD AND DEPRESSION	18
10 GREATEST GIFTS	15
KABA MENTOR PROGRAM	8
SITE BASE MANAGEMENT	6
PARENT/TEACHER ORGANIZATION	15
INTERGENERATIONAL FAIR	20
GIRL SCOUTS	15
PARENT/TEACHER CONFERENCES	300

X SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL MEMBERS

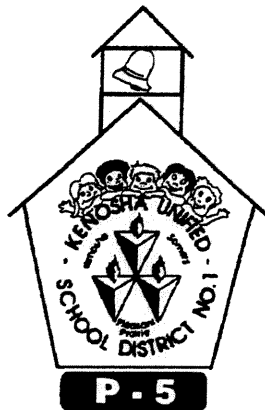
<u>NAME</u>	<u>POSITION</u>
MELINDA CLEAVER	TEACHER - GRADE 5
JUDY SCOVELL	TEACHER - SPECIAL EDUCATION
RUTH LINDSTROM	TEACHER - TITLE ONE COORDINATOR
MARY HOOD	PARENT
RITA RAMACCI	COMMUNITY MEMBER
DEBRA KALISH	COMMUNITY MEMBER

P-5 EVALUATION ***PRESCHOOL GRADE 5***

1999-2000



WILSON ELEMENTARY SCHOOL
MILT THOMPSON, PRINCIPAL
4520 33RD AVENUE
KENOSHA, WI 53144
(262)653-6094



X

**SITE BASED MANAGEMENT SCHOOL ADVISORY
COUNCIL MEMBERS**

<u>NAME</u>	<u>POSITION</u>
JONATHAN BAR-DIN	PRINCIPAL
AMBER FERDA	PARENT
DEBBIE GREENWOOD	PARENT
DEBRA KOTTEN	PARENT
CAROLE MILLS	TEACHER
JULIE LEFF	PARENT
TERRI MINGA	ED. ASSISTANT
ELIZABETH PELTIER	MUSIC TEACHER
LAURIE POLACEK	PARENT
WENDY STENHOLT	PARENT
SUE AGNEW	TEACHER
DIANA TRAMMELL-LONG	COUNSELOR

I SCHOOL DESCRIPTION

A. SCHOOL'S MISSION STATEMENT

We believe that each student should be permitted to learn at a rate and in a manner designed to meet his/her instructional level, in a planned sequence of teaching-learning experiences aimed at specific goals, which emphasizes the mastery of the basic skills in language-arts, reading, and math.

I SCHOOL DESCRIPTION

B. STANDARD P-5 PROGRAM FEATURES

1. CURTIS STRANGE STAFF WILL PROVIDE STAFF DEVELOPMENT IN THE AREAS RELATING TO THE SCHOOL IMPROVEMENT PLAN AND TITLE I AND P-5 GOALS.
2. IN ORDER TO ASSURE SOME STABILITY TO OUR P-5 STUDENTS, P-5 FUNDS WILL BE USED TO PROVIDE TRANSPORTATION FOR PUPILS WHO MOVE OUT OF OUR ATTENDANCE AREA ALLOWING THEM TO REMAIN AT CURTIS STRANGE ELEMENTARY.
3. THE CURTIS STRANGE SITE COUNCIL, COMPOSED OF STAFF, PARENTS, AND SCHOOL ADMINISTRATOR, WILL SUPERVISE THE EDUCATIONAL PROGRAMS AT MONTHLY MEETINGS.
4. CLASS SIZES WILL BE LIMITED TO 23 STUDENTS PER CLASS IN GRADES KINDERGARTEN THROUGH GRADE TWO AND 25 IN GRADES THREE THROUGH FIVE.
5. CURTIS STRANGE ELEMENTARY STUDENTS WILL FOLLOW THE TESTING SCHEDULE CURRENTLY IN PLACE FOR THE KENOSHA UNIFIED SCHOOL DISTRICT. EVERY STUDENT WILL BE TESTED IN ACCORDANCE WITH THE STANDARDIZED TESTS DEFINED BY THE DISTRICT. A VARIETY OF ALTERNATIVE ASSESSMENTS WILL BE EMPLOYED IN DETERMINING OUR IMPROVEMENT.
6. ONGOING AND YEAR END EVALUATIONS OF THE EFFECTIVENESS OF OUR PROGRAMS WILL BE COMPLETED COOPERATIVELY BY THE SITE COUNCIL, STAFF, AND PRINCIPAL.

I SCHOOL DESCRIPTION

C. UNIQUE PROGRAM FEATURES

DURING THE PAST THREE YEARS, P-5 FUNDING HAS SUPPORTED MANY PROGRAM INITIATIVES. AN EARLY CHILDHOOD PROGRAM HAS BEEN INITIATED. WE HAVE LAUNCHED AN ALL DAY KINDERGARTEN PROGRAM WHICH IS OFFERED TO QUALIFYING FIVE YEAR OLD STUDENTS. THE FULL-DAY KINDERGARTEN CURRICULUM WAS DESIGNED TO DEVELOP CHILDREN'S KNOWLEDGE AND SKILLS IN ALL DEVELOPMENTAL AREAS--INTELLECTUAL, SOCIAL AND EMOTIONAL, AND PHYSICAL--AND TO HELP CHILDREN LEARN HOW TO LEARN, TO ESTABLISH A FOUNDATION FOR LIFELONG LEARNING. THE P-5 FUNDING GIVES THE KINDERGARTEN PROGRAM AN OPPORTUNITY TO TAILOR THE CURRICULUM TO THE CHILD'S NEEDS. THE PROGRAM IS FLEXIBLE WHICH ALLOWS FOR MORE SPECIALIZED INSTRUCTION WHEN NEEDED. THE READING RECOVERY PROGRAM WAS IMPLEMENTED TO SUPPORT STRUGGLING FIRST AND SECOND GRADE STUDENTS. ADDITIONAL SCHOOL WIDE EDUCATIONAL ASSISTANTS WERE ADDED TO SUPPORT THE NEEDS OF AT RISK STUDENTS. STUDY GROUPS WHICH INCLUDED, TEACHERS, PARENTS, AND ADMINISTRATORS WERE CREATED TO EXAMINE SCHOOL IMPROVEMENT. RECOMMENDATIONS WERE MADE TO THE ENTIRE SCHOOL IN AN OPEN FORUM MANNER. DETERMINATIONS WERE MADE BASED ON A SHARED DECISION MAKING PROCESS. ONE OF OUR STRONGEST INITIATIVES WAS THE FOCUS ON USING TECHNOLOGY AS A TOOL FOR IMPROVING READING, WRITING, LANGUAGE, MATHEMATICS, AND GENERAL LITERACY REFINEMENT AT ALL GRADE LEVELS.

AT THE END OF 1998-99 SCHOOL YEAR, A STUDY GROUP WAS FORMED TO EXAMINE THE MERITS OF THE LITERACY COLLABORATIVE PROGRAM. THE LITERACY COLLABORATIVE IS A LONG-TERM PROFESSIONAL DEVELOPMENT PROGRAM DESIGNED TO PROVIDE A COMPREHENSIVE, SCHOOL-WIDE APPROACH TO LITERACY INSTRUCTION IN THE PRIMARY GRADES. THE GOAL OF THIS PROGRAM IS TO RAISE THE BASE OF INSTRUCTION FOR ALL STUDENTS. IT WAS THE RECOMMENDATION OF THIS STUDY GROUP THAT LITERACY COLLABORATIVE BE INITIATED AT CURTIS STRANGE. CURTIS STRANGE DOES HAVE AN ACTIVE AND UNIQUE PARENT TEACHER ORGANIZATION WHICH SUPPORTS THE SCHOOL IN A NUMBER OF WAYS: RECOGNITION PROGRAMS, PLAYGROUND EQUIPMENT PURCHASES, ASSEMBLIES, TEACHER SUPPLIES, RED FOLDER COMMUNICATION, BIRTHDAY BALLOONS, AND OPEN HOUSE

II DEMOGRAPHIC INFORMATION

A. ENROLLMENT

ENROLLMENT EARLY CHILDHOOD THROUGH GRADE 5- 453 STUDENTS

AVERAGE CLASS SIZE

KINDERGARTEN	23
GRADE 1	23
GRADE 2	23
GRADE 3	20
GRADE 4	24
GRADE 5	24

B. ETHNICITY

INDIAN	0.6%
ASIAN	0.6%
HISPANIC	4.1%
BLACK	18.5%
WHITE	76.2%

C. GENDER

MALE.....	55.0%
FEMALE.....	45.0%

D. FREE AND REDUCED LUNCH

NUMBER OF STUDENTS QUALIFYING FOR FREE/ REDUCED LUNCH.....47.9%

II DEMOGRAPHIC INFORMATION

E. MOBILITY

THE TRANSPORTATION COMPONENT OF THE P-5 PROGRAM WAS IMPLEMENTED IN NOVEMBER OF THE 1989-90 SCHOOL YEAR AND CONTINUED THROUGH THE 1999-2000 SCHOOL YEAR. THE INTENT OF THIS COMPONENT IS TO PROVIDE SCHOOL STABILITY FOR THESE STUDENTS. PARENTS ARE OFFERED TRANSPORTATION IN ORDER FOR TO HAVE THEIR CHILD REMAIN AT THE P-5 SCHOOL IN WHICH THE STUDENT WAS ENROLLED ON THE THIRD FRIDAY IN SEPTEMBER.

TRANSPORTATION	
SCHOOL YEAR	NUMBER OF STUDENT WHICH MOVED AND USED P-5 BUSSING
1997-1998	5
1998-1999	7
1999-2000	9

F. ATTENDANCE

ATTENDANCE RATE FOR 1999-2000 SCHOOL YEAR.....94.25 %

III P-5 PERFORMANCE STANDARDS

A. 1998-1999

1. The percent of students who are performing at or above the proficient level on the WRCT will meet the state's percent of students performing at or above the proficient level, or demonstrate a pattern of increased proficiency.
2. The percent of students who are performing at or above the proficient level on the 4th Grade WKCE (WSAS) all subject areas will meet the state's percent of students performing at or above the proficient level, or demonstrate a pattern of increased proficiency.
3. District Standardized Tests (ITBS) to increase the percent of students performing at or above the 50th National Percentile.

III P-5 PERFORMANCE STANDARDS

B. 1999-2000

1. The percent of students who are performing at or above the proficient level on the WRCT will meet the state's percent of students performing at or above the proficient level, or demonstrate a pattern of increased proficiency.
2. The percent of students who are performing at or above the proficient level on the 4th Grade WKCE (WSAS) all subject areas will meet the state's percent of students performing at or above the proficient level, or demonstrate a pattern of increased proficiency.
3. District Standardized Tests (ITBS) to increase the percent of students performing at or above the 50th National Percentile.

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

A. GOAL I

WISCONSIN READING COMPREHENSION TEST (WRCT)

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED	PERCENT NOT TESTED	PERCENT AT MINIMAL	PERCENT AT BASIC	PERCENT AT PROFICIENT	PERCENT AT ADVANCED	COMBINED PROFICIENT & ADVANCED	KENOSHA	STATE
97-98	78	7.7	23.1	35.9	24.4	9.0	33.4	56.2	64.9
98-99	79	1.3	13.9	24.1	46.8	13.9	60.7	61.4	70.1
99-00	79	2.5	7.6	24.1	54.4	11.4	65.8	65.4	74.5

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

B. GOAL II

4TH GRADE WKCE

1997-1998	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
SCHOOL	7	21	62	8	10	57	31	1	4	42	43	9	12	34	53	5	15	28	49	5
DISTRICT	5	14	59	16	7	41	40	5	6	33	40	17	7	20	54	15	9	21	51	15
STATE	7	16	57	12	10	43	36	4	8	34	37	15	8	22	51	13	10	21	49	13
NATIONAL	26	19	44	11	26	40	29	5	20	38	31	11	18	26	44	12	28	19	36	17

1998-1999	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
SCHOOL	17	16	57	9	6	33	45	14	7	29	53	9	3	19	68	12	9	16	58	14
DISTRICT	5	14	62	13	3	21	46	24	3	21	46	26	1	10	64	20	3	10	49	35
STATE	5	12	62	16	3	19	45	27	2	19	45	30	1	8	60	27	3	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

1999-2000	READING				LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	*PROFICIENCY CATEGORIES →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
SCHOOL	7	15	63	15	2	27	45	26	2	20	41	37	2	7	71	20	2	13	50	35
DISTRICT	6	15	63	11	4	22	46	23	2	21	43	31	1	10	65	19	3	10	50	32
STATE	5	12	63	15	3	20	45	27	2	19	43	31	1	8	60	27	2	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

* PROFICIENCY CATEGORIES ARE AS FOLLOWS: 1 = MINIMAL, 2 = BASIC, 3 = PROFICIENT, 4 = ADVANCED

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

C. GOAL III

PERCENT OF STUDENTS AT OR ABOVE 50TH NATIONAL PERCENTILE (ITBS/WKCE)

READING	1997-1998	1998-1999	1999-2000
SCHOOL	53.3	51.72	57.19
DISTRICT	61.9	56.98	57.79

MATH	1997-1998	1998-1999	1999-2000
SCHOOL	47.9	53.44	58.99
DISTRICT	57.0	60.97	63.40

LANGUAGE	1997-1998	1998-1999	1999-2000
SCHOOL	54.6	54.23	58.48
DISTRICT	63.7	60.54	60.77

V

ANALYSIS OF ACHIEVEMENT

CURTIS STRANGE STUDENTS AND STAFF CONTINUE TO MAKE POSITIVE STRIDES IN THE IMPROVEMENT OF WKCE, WRCT, AND ITBS TEST RESULTS. THE PAST THREE YEARS HAVE YIELDED INCREMENTAL GROWTH IN ALL AREAS AND ON ALL STANDARDIZED TESTS. OUR READING AND LANGUAGE ARTS RESULTS CLEARLY DEPICT THE NEED TO FOCUS ON THESE AREAS MORE CLOSELY. THEREFORE, WE ARE ON THE RIGHT TRACK WHEN IMPLEMENTING THE LITERACY COLLABORATIVE, A SCHOOL WIDE REFORM MODEL FOCUSING ON THE ACQUISITION AND IMPROVEMENT OF READING AND LANGUAGE ARTS SKILLS. WE CONTINUE TO WORK FROM OUR STRENGTHS IN THE AREAS OF SCIENCE AND SOCIAL STUDIES. OUR CONTINUED SUCCESS IS ATTRIBUTED TO THE QUALITY AND QUANTITY OF TEACHERS AND PROGRAMS AFFORDED US THROUGH THE PRECISE USE OF P5 FUNDING.

VI P-5 HOLISTIC WRITING SAMPLE RESULTS

GRADE 2						
SCHOOL YEAR →	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.60	4.22	5.09	23.53	36.71	44.45
DISTRICT	4.45	4.37	4.65	42.51	38.62	36.84
PROGRAM	4.23	4.26	4.21	37.37	33.90	37.65

GRADE 5						
SCHOOL YEAR →	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	4.42	4.27	4.69	32.05	29.87	46.28
DISTRICT	4.30	4.23	4.64	26.04	30.00	46.34
PROGRAM	4.32	4.20	4.59	28.83	27.54	45.54

VII COORDINATION WITH OTHER PROGRAMS

Yearly Activities/Programs

- *Kindergarten/New Students Orientation Program (August)
- *Open House (August)
- *American Education Week Activities (November)
- *Grandparents Day
- *Health Screening Programs
 - Pediculosis (Head Lice)
 - Vision Screening (Fall)
- *Hearing Screening (Spring)
- *District Drug Awareness Week Programming (April)
- *All School Picture Day
- *Environmental Programs
 - Earth Day Activities
 - District Science Fair Participation
- *Holiday Choral Program (December and May)
- *Variety Show open to all levels (May)
- *Safety Center Programming (grades Kdg., 1, 3, and 5)
- *Spelling Bee (May for grades 1-5)
- *District Battle of the Books Program (April/May for grades 4-5)
- *Career Day Program (April for grades 4-5)
- *All School Sports Day Program (May for grades 1-5)
- *District Math Olympics
- *District Math Contest
- *Grade level Math Challenge
- *Math Competition (Prairie School Math Meet in February for grades 4-5).
- *Math Competition (Educontest Internet Contest for grades 3-4-5)
- *District "D.A.R.E." Participation- Modified for grade 5.

Quarterly Activities/Programs

- *Awards Assemblies
 - Citizenship Awards
 - Gold Card Academic Achievement Awards
 - Perfect Attendance Awards
 - Presidential Academic Fitness Awards (4th quarter for grade 5)
- *Mid-Quarter Progress Reports for all grade 1-5 students
- *Report Cards
- *Special Assembly Programs

VII COORDINATION WITH OTHER PROGRAMS

Monthly Activities/Programs

- *Student of the Month Program
- *Parent Newsletters
- *PTO Popcorn Day
- *Parent/Teacher Conferences (held twice a year)
- *An Active and Involved Parent Organization
- *PTO Book Fair (November)
- *PTO School Treat Day (March)
- *PTO Movie Nights
- *PTO Pumpkin Day (October)
- *M*A*S*H (Make-up After School Homework Program)
- *After School Special Help from teachers
- *All Day Kindergarten Programs
- *Comprehensive Group Testing Program
- *Intramural Program for students in grades 4-5
- *District "Young Authors" Reading Incentive Program
- *"Book It" Reading Incentive Program
- *100 Minute Reading Incentive Program
- *Flag raising (safety Patrol)
- *Building-wide Pledge of Allegiance every Friday
- *School Spirit Days every Friday
- *Effective Schools Program for Building Improvement
- *Choir Program for grades 1-5
- *Positive Action Program in grades K-5
- *4-H Club in grades 4-5
- *Jump Rope for Heart Program (February)
- *Girl Scouts

VIII PROFESSIONAL DEVELOPMENT

TRAINING/COURSE NAME NUMBER OF PARTICIPANTS

INTERMEDIATE LITERACY COLLABORATIVE TRAINING

SCHOOL BASED TEAM PLANNING'

JUDY SCOTT-LC COORDINATOR

CAROLE MILLS-GRADE 4 TEACHER

PATRICIA SCHULTZ-SPECIAL NEEDS TEACHER

KARI WEBER-SPECIAL NEEDS TEACHER

JOAN PALMER- GRADE 5 TEACHER

TAMARA KREUSER- GRADE 3 TEACHER

LITERACY COLLABORATIVE

COORDINATOR TRAINING 2000'

JUDY SCOTT-LC COORDINATOR

VARIOUS TECHNOLOGY TRAINING OFFERED BY KUSD

WORD PROCESSING- 38 PARTICIPANTS

ELECTRONIC GRADE BOOKS- 41 PARTICIPANTS

TEACHING USING THE NET- 41 PARTICIPANTS

PROJECT BASED LEARNING-29 PARTICIPANTS

EVERYDAY MATH- 41 PARTICIPANTS

WRITING ACROSS CURRICULUM - 8 PARTICIPANTS

GUIDED READING- 53 PARTICIPANTS

IX

PARENT/COMMUNITY INVOLVEMENT

- * A KINDERGARTEN ORIENTATION PROGRAM FOR ALL FAMILIES PRIOR TO THE START OF SCHOOL
- * AN OPEN HOUSE PROGRAM WAS SCHEDULED FOR ALL PARENTS AT THE START OF THE YEAR
- * MID-QUARTER PROGRESS REPORTS WERE SENT TO ALL PARENTS EACH QUARTER
- * PARENT/TEACHER CONFERENCES WERE SCHEDULED FOR ALL PARENTS EACH SEMESTER
- * PARENTS ATTENDED EVENING FALL AND SPRING MUSICAL PROGRAMS
- * PARENTS SERVED AS ACTIVE MEMBERS OF THE BUILDING LEADERSHIP TEAM
- * PARENTS PARTICIPATED IN THE ANNUAL P-5/TITLE 1 CONFERENCE
- * GRANDPARENTS PARTICIPATED IN AN ANNUAL 'GRANDPARENT DAY'
- * AN END OF THE YEAR PARENT SURVEY INDICATED THAT 97% OF THE PARENTS WHO PARTICIPATED IN THE SURVEY (95 FAMILIES COMPLETED AND RETURNED SURVEYS) FELT WELCOMED AT THE SCHOOL
- * MANY PTO (PARENT/TEACHER ORGANIZATION) EVENTS WERE SCHEDULED DURING THE YEAR WHICH INCLUDED PARENT PARTICIPATION IN VARIOUS PROGRAMS/EVENTS
- * A GREAT MANY PARENTS CONTINUE TO TAKE ADVANTAGE OF THE 'OPEN COMPUTER LAB. CHAT AND CHEW MEETINGS
- * COSTUME DAY PARADE
- * PARENT ADVISORY MEETINGS
- * AWARDS ASSEMBLIES
- * STAFF APPRECIATION ACTIVITIES
- * PARENT/VOLUNTEER LUNCHEON
- * ALL SCHOOL BOOK FAIR
- * MATH COMPETITION (INTERNET/EDUCONTEST)
- * AMERICAN EDUCATION WEEK ACTIVITIES
- * PICTURE NIGHT
- * FUND RAISERS
- * CHAPERONS FOR FIELD TRIPS
- * HEAD CHECKS
- * SCHOOL WIDE VOLUNTEERS
- * SITE COUNCIL REPRESENTATIVES
- * AFTER-SCHOOL TUTORING/MENTORING
- * PHONE SURVEY(S)
- * BUILDING LEADERSHIP TEAMS

P-5 EVALUATION ***PRESCHOOL GRADE 5***

1999-2000



CURTIS STRANGE ELEMENTARY SCHOOL
JONATHAN BAR-DIN, PRINCIPAL
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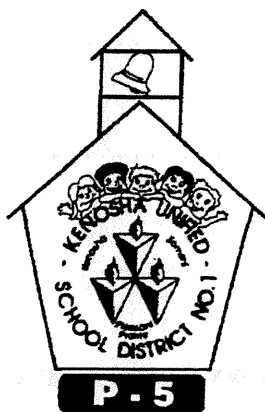


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P-5 Evaluation Report - Wilson Elementary School, Kenosha Unified Schools

Wilson Mission Statement and Beliefs

Wilson Elementary School is a safe and structured learning environment where there is a common goal of excellence, on the part of staff, teacher, and students. The goal of our program is to create motivated self-starters who are focused and are motivated to achieve at the highest levels of their potential. The students are always expanding the vistas of thinking and problem solving. Learning is our business and anything that distracts from the pursuit of learning is damaging our potential, future and destiny. We have a commitment to research and implement creative and innovative reform methods that result in academic growths and accomplishments of all children.

Excellence is Our Standard at Wilson Elementary School...

We Believe:

- **All children can learn**
- **High expectations, motivation and effort are critical**
- **Children are valued as special individuals**
- **Children's choices determine their future**
- **Education and success can be a lifetime companion**
- **Diversity is an asset that enriches our community**
- **Education is a shared responsibility between parents, teachers and students**

1. Student Performance Data

Listed below are summaries of the performance of Wilson Students on the Iowa Test of Basic Skills. The results are given in terms of the Percent of students performing at or above average. Comparisons are made between student performance in 1997-1998, 1998-1999, and goals for student achievement for the 1999-2000 school year as determined by staff at the various grade levels. The test comparisons for the 1999-2000 school year will be available in November of 2000.

Test Level - Math (Percent of students performing at or above average)

	1997-98	1998-99	1999-2000
2 nd	28.6%	44.4%	68.6%
3 rd	55.6%	51.9%	77.8%
4 th	81.3%	80.8%	90.9%

5 th	75.0%	75.0%	70.8%
-----------------	-------	-------	-------

Test Level - Reading

2 nd	28.6%	60.0%	74.3%
-----------------	-------	-------	-------

3 rd	53.3%	50.0%	78.6%
-----------------	-------	-------	-------

4 th	93.8%	76.9%	50.0%
-----------------	-------	-------	-------

5 th	93.8%	55.0%	70.8%
-----------------	-------	-------	-------

Test Level - Language

2 nd	10.7%	69.2%	60.6%
-----------------	-------	-------	-------

3 rd	75.9%	53.8%	89.3%
-----------------	-------	-------	-------

4 th	68.8%	69.2%	36.4%
-----------------	-------	-------	-------

5 th	93.3%	75.0%	79.2%
-----------------	-------	-------	-------

Test Level - Science

2 nd	21.4%	80.8%	57.1%
-----------------	-------	-------	-------

3 rd	60.0%	46.2%	N/A
-----------------	-------	-------	-----

4 th	50.0%	88.5%	81.8%
-----------------	-------	-------	-------

5 th	81.3%	40.0%	54.2%
-----------------	-------	-------	-------

Test Level - Social Studies

2 nd	32.1%	84.6%	77.1%
-----------------	-------	-------	-------

3 rd	63.3%	37.0%	N/A
-----------------	-------	-------	-----

4 th	87.5%	84.6%	81.8%
-----------------	-------	-------	-------

5 th	81.3%	30.0%	75.0%
-----------------	-------	-------	-------

Third Grade Reading Test
(% Above Standard, in Proficient and Advanced)

17.2% 16.7% 51.9%

The percentage of students performing at or above average increased in most test areas at almost every grade level. Where we are going to work is to raise the achievement of the lowest students (those below average) so that it raises the individual and grade level profile.

Unique Program Features

Wilson Elementary School is the only school in the district that is undergoing school wide reform using the Models of Marva Collins and Direct Instruction. By using these approaches the goal is to develop a 'Fine Arts' model of education that emphasizes both high academic achievement along with music, art, drama and foreign language. To this end we have implemented:

A Piano Keyboard Laboratory in which every student receives piano instruction on full-sized Yamaha Clavinova keyboards as part of our curriculum. We are looking for the attendant effect on Math proficiency that research purports. Our Suzuki Violin Program for students grades 1-3 is another unique feature. We believe that if disadvantaged are given this opportunity at an earlier age they will see this as an area to invest their time, interest and talents. Also to this end we have increased participation in the Band and Orchestra program from 5 students in 1997-98 to over 40 students, not counting the 27 students who are in the Suzuki program. The only limiting factor is the amount of money that we have to dedicate to the music program. We have only a few students on the waiting list, wanting to play an instrument. We have also incorporated a fine arts component into the Community Learning Center grant and program.

Our goals at Wilson are to:

Build student self-esteem through increasing academic proficiency

Use the Core Knowledge content of our curriculum to prepare students for advanced studies in the future.

To increase the reasoning and thinking abilities of Wilson Students by the use of Direct Instruction Programs that emphasize reasoning skills and writing skills.

To increase student reading ability by using Horizons A in kindergarten so

that all kindergarten students graduate their grade able to read beyond a first grade level.

To use proverbs, poetry and literature to shape the ethical reasoning of the students at Wilson so that they have character and integrity.

To have 90% of our students perform above average in reading, language, math, science and social studies on the Iowa Test of Basic Skills. This year to accomplish this in the 2nd and 3rd grade level, in particular.

On the WRCT and the WSAS to have over 60% of our students in the Advanced and Proficient categories.

To use the Learning Coordinator to refine our curriculum and to work with students in order to make sure that all students are achieving mastery at the 90%, at their particular grade level.

To continue to expand the musical opportunities so that all Wilson students that desire to play an instrument will be able to.

Enrollment Data

Ethnic Information 1999-2001

African American - 147 students = 75.4%

Hispanic-Americans - 23 students = 11.8%

White-Americans - 23 students = 11.8%

Asian-Americans - 2 students = 1.0%

Mobility

Wilson has had some mobility from the first year 1998-99 to 1999-2000. The following are a breakdown of those statistics:

- a. Transfers from Wilson to non-district schools - 37 students
- b. Transfers from Wilson to district schools - 57 students
- c. Transfers To Wilson from district schools 41 students
- d. Transfers to Wilson from non-district schools - 25 students.

The net result going into the 2000-2001 school year was that 32 students left Wilson over the summer, 27 fifth graders left for sixth grade and 45 new kindergarten students came in. The constant was a group of about 130 students who have been at

Wilson for at least one year. This 130 out of 185 (not counting kindergarten) give us a stable population of kids who are a part of the new culture of the school.

Attendance

1997-98 91.35%

1998-99 93.09%

1999-00 94.49%

We have seen increased attendance at Wilson the last few years. We have seen a large percentage of our students achieve perfect attendance on a monthly basis. We have used some incentives but primarily we have stressed that school is a place where students experience success and can be praised for focused effort. We expect to have an attendance percentage of 96.0% for the 2000-2001 school year.

Staff Development

A key component of the program at Wilson is staff development.

In 1999-2000 we have continued with intense coaching in the Marva Collins Model with the trainer visiting the school campus three consecutive days each month. He works with individual teachers, grade level groups or the entire staff. We see the growth and development of staff as a result of this.

The other focus of staff development has been the implementation of Direct Instruction. Last year three staff members were sent to Oregon to be trained for five days in the model by the authors of the programs. This gave them an overview of the curriculum that they have shared with other staff members. All staff members also participated in three days of training in August that concentrated on the teaching of the specific programs. A consultant was hired who comes to work with the Wilson staff for three days each month. She came in to work with individual teachers, team teaching, modeling and coaching. She also came in to observe and give helpful feedback in order to insure the fidelity of the Wilson staff to the Model. She was given three hours each month to run a seminar with the staff to address their concerns or to give more instruction on different aspects of instructional strategies. This last Summer all of the Wilson staff went to the National Direct Instruction Conference and received extensive training in the program.

We have been blessed with little staff turnover, having only one teach leave last year. We realize that in time we will have new staff that needs training in both Models and are moving to develop in house expertise to handle this responsibility. We have vested much of the training in the Learning Coordinator supplied by the district and she has done a marvelous job of coordinating the implementation of the reform models that we are using. We are going to work the same process in

incorporating the Core Knowledge curriculum into the Marva Collins philosophy and Direct Instruction.

Parent Involvement

At Wilson we are working at insuring that parents are partners in the learning endeavor. To this end we have worked to increase parent involvement. We have a Parent Teacher Organization for the first time in the last five or six years. This group was involved in fundraising and procuring parent volunteers for the classroom. Other parents are involved in running the uniform program. Parents also are involved in chaperoning field trips, providing food for special occasions and helping to supervise in the lunchroom at noon and at breakfast. Community volunteers are involved in helping with the morning supervision routine. Parents are represented on the site council, with 50% representation. They have been involved in staff hiring decisions as part of the site council. Parents have helped to secure grants for the music program through partnership with corporations where they are employed.

Examples of increased parent participation in the life of the school are:

- a. Parents attending open house. In the past 50-60 parents attended. Now 80% of the parents have attended.
- b. For the second year in a row attendance at the Christmas program has exceeded 275 people, not counting Wilson teachers or students. With those groups included attendance at this years program grew to around 500 people.
- c. Parents planned and ran our Winter Carnival which drew over 100 adults, along with their children to the school. It was a successful family activity.
- d. Students cannot participate in the Suzuki violin program without parental involvement. Parents must insure that their child practices and parents make sure that the instruments are properly maintained.
- e. Parents have come out to special nights where the teachers do a lesson to demonstrate Direct Instruction, poetry memorization or phonics. The teachers also explain their classroom behavior plans, grading systems and their expectations of the students. We found that in one instance we had a parent who was oppositional to a particular teacher who after attending one of these nights was won over and has become a very vocal supporter. Some of the parents are amazed at the level of instruction. Kindergarten parents are surprised to find that we teach so that their children can read by the end of the year and that we also teach them, not only their numbers but also begin to teach them addition with numbers up to the

ten family, as well as subtraction within the numbers one to ten. They are excited to watch their child being accelerated in school early.

f. Parents must pre-register their children and make sure that their child has the proper uniform. We have found that many parents prepare a head of time and the uniforms have not become a hassle to implement.

g. Since we are a magnet school as well as a neighborhood school, parents had to put their children on a waiting list if they live outside of the area of attendance. We have at least 70 out of the 200 students who live in other parts of the city. Some of these parents must transport their child to the school because bussing is not available to them. Our kindergarten is made up primarily by students who were in the Headstart program at Wilson. The parents chose to send their children to Wilson even though they would have to provide their own transportation. This has not only increased parent participation but has also made the school more diverse racially and ethnically.

h. Every night homework is assigned. We have very few students who do not turn in their homework on a daily basis. This would not be possible without active parent involvement making sure that every child turns in their homework every day. We have added an assignment notebook as a mandatory piece, which parents sign after they have checked to make sure that all assignments are completed.

Site Based Council

The members of the Site Based Council for the 1999-2000 school year were:

Kathy Jewell - Parent

Michael and Glenda Delcanton - Parents

Willie Peebles - Parent

Judith Adamowicz - Teacher

Lori Berg - Parent

Justine Hammelev-Jones - Teacher/Parent

Milton Thompson - Principal

Ruth Godbolt - Community Member

Rev. Olen Arrington - Community Member

Performance Standards for P-5

1. The percent of students who are performing at or above the proficient level on the WRCT has increased from 16.7% to 51.9% this last year. Though it is short

- of the state's standard of 90% it is a 35% increase in one year and shows a positive trend.
2. On the WKCE Wilson showed increase from 1997-98 to 1998-99 but little increase from 1999-2000. In 1997-98 14% of the students were not tested but in the last two years we have tested every student. In Reading 25% were proficient and advanced, down from 32% the year before. In Math it was flat with 37% in advanced and proficient both years. This was still an increase of 27% from 1997-98 but still unacceptable to us.
 3. On the Iowa Test of Basic Skills we have seen increases as documented in the section above. We are working to try to use data analysis of our pre-test in order to mold instruction so that student achievement will increase. In 1999-2000 we saw the third and fifth grade class hit the 50% in language for the first time since 1995 for fifth graders and third graders.
 4. The district also furnished a report that followed groups of students who have been in the Wilson program for the two years since the change to the Marva Collins Methodology. For instance among fifth grade students who have been at Wilson for both years the expected growth on standardized tests would have been an expected growth of 1.9. In Reading Wilson's was 1.9, in Math it was 2.1 and in Language it was 2.5. Our challenge is to achieve at least 2.5 in every subject area for every two years. This must be done in order to make up the ground of deficiency that our students have when they begin their school careers in Kindergarten.

P-5 Writing

The P-5 Writing assessment results were as follows:

At the second grade level the scoring average was 3.75 for 1999-2000 and 3.77 for 1998-1999 and 3.81 in 1997-1998. In 1998-1999 Blacks had a scoring average of 3.59 in 1999-2000 it increased slightly to 3.67. The district average was 4.12.

At the fifth grade level the scoring average was 5.00 in 1999-2000 and 3.92 in 1998-1999 and 3.65 in 1997-1998 for a significant increase. The scoring average of the 18 Black students was 5.11, the highest of any populating in the building. The average score in Kenosha was 4.64 so Wilson exceeded the District average. Out of 24 students Wilson had one who scored a 7 and five who scored 5's.