REVISED 3/8/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

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

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

School Mailing Address 201 N. 4th
(If address is P.O. Box, also include street address)

Arkansas City, Kansas 67005-2599
City State Zip Code+4 (9 digits total)

County Cowley State School Code Number* 7442

Telephone (620) 441-2050 Fax (620) 441-2054

Website/URL http://www.arkcity.com/frances_willard/fwhome.html E-mail jeff.shearon@usd470.com

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Ron Ballard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD #470 – Arkansas City Tel. (620) 441-2000

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

_____ Date_____
(Superintendent's Signature)

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

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

_____ Date_____
(School Board President's/Chairperson's Signature)

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

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

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

1. Number of schools in the district:
   - 6 Elementary schools
   - 1 Middle schools
   - _____ Junior high schools
   - 1 High schools
   - _____ Other
   - 8 TOTAL

2. District Per Pupil Expenditure: $8,157

   Average State Per Pupil Expenditure: $7,444

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
   [X] Small city or town in a rural area
   [ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

   10 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
PreK	10	19	**29**	**7**			
K	16	18	**34**	**8**			
1	16	18	**34**	**9**			
2	16	16	**32**	**10**			
3	16	15	**31**	**11**			
4	15	24	**39**	**12**			
5	9	15	**24**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					223

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

65 % White
10 % Black or African American
19 % Hispanic or Latino
0 % Asian/Pacific Islander
6 % American Indian/Alaskan Native
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: 19 %

[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.	22
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	219
(5)	Total transferred students in row (3) divided by total students in row (4)	.187
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 15 %
33 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 164

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: 16 %
35 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	4 Specific Learning Disability
0 Emotional Disturbance	21 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
8 Multiple Disabilities	2 Developmentally Delayed

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	11	1
Special resource teachers/specialists	2	8
Paraprofessionals	10	4
Support staff	2	4
Total number	26	17

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	95%	95%	93%
Daily teacher attendance	96%	96%	97%	97%	92%
Teacher turnover rate	10%	20%	20%	40%	15%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Frances Willard Elementary School is one of six elementary schools in the USD #470 school district. Our school is located in Arkansas City, Kansas. Arkansas City has a population of approximately 13,000 whose economy is based on agribusiness, manufacturing, and aircraft engine maintenance. Frances Willard Elementary School is located in a residential area near down town and includes a four-year old program through fifth grade. Industry has developed, and at times, has left quickly creating economic stress on our community. Approximately 75 percent of our students are on free or reduced lunches. Frances Willard is also an ethnically diverse school. Approximately 65 percent of our students are white and 35 percent of our students are Hispanic, African-American, Native American, and Asian.

In addition to a principal, our school also supports teachers and students with two half-time academic coaches. One coach works with teachers on reading strategies and the other coach works with them in teaching mathematics. Frances Willard is also supported by a school social worker/counselor; library media specialist; physical education teacher; and music teacher. We also have a full time special education teacher, a part-time speech pathologist, Native American tutor, and one-and-a-half ESL support staff. Frances Willard also has the shared services of a school nurse, school psychologist, physical therapist, occupational therapist, and an adaptive physical education teacher. Students are also assisted by several Title I aides and additional support staff. Frances Willard also has several individuals assisting teachers through the Foster Grandparent program.

With the unique needs of a high percentage of students at-risk, teachers have developed a mission in which they maintain a safe, productive learning environment and seek ways to assist each student in reaching his or her full intellectual, physical, and social potential. To accomplish this, our school moved from a Targeted Assistance Title I school to a School-Wide Title I program in 2001. We received Comprehensive School Reform grant monies to initiate school-wide change. Reform efforts have been sustained through budgetary support at the district level aligned with the district's strategic plan. We have been able to add additional aides and reduce class sizes of reading groups, establish tutoring opportunities for individual students and small groups, develop and improved upon research-based instructional strategies, increase parental involvement, align our district curriculum, and adopted an effective model for professional development.

A three-tier professional development model has been instrumental in increasing student success. We have utilized outside experts as well as in-house instructional leaders in the form of academic coaches and principals, and created collegial collaboration which generates professional development based on student data. Constant implementation of scientifically research-based instructional strategies has increased student learning.

Our staff meets in collaborative teams to analyze data, discuss the needs of students, and share research-based instructional strategies. Daily schedules have been developed to meet the needs of students but also allow time for teachers to meet, plan, and discuss implementation of strategies. Data is reviewed from various sources to determine individual needs of students. Parents are involved in data-driven conferences. In this team effort, instructional strategies supported by data results are shared. In addition, teachers work together to map and pace lessons and discuss ways to best meet objectives and target state and district standards.

Frances Willard Elementary School has received much recognition. We have received the Confidence in Public Education Task Force's Challenge Award, reached the Standards of Excellence for math, reading, and science, and have been named a National Title I Distinguished School in 2004.

With the involvement of parents and the community, Frances Willard Elementary School has adopted the belief and developed the reputation that no matter what challenges children have in their lives, no child will be left behind, and all are capable of achieving to higher and higher standards.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Frances Willard fifth grade students have been administered the Kansas State Reading Assessment, and our fourth graders have taken the Kansas State Mathematics Assessment. Both of these tests are prepared by the Center for Educational Testing and Evaluation (CETE), at the University of Kansas. All students in these grade levels are administered these assessments. Beginning with the 2006 assessments, all students in grades three through five at Frances Willard will participate in both the reading and math assessments.

The Kansas Reading Assessment scores as well as the Mathematics Assessment scores are reported in five categories. The five categories in which scores are reported are Exemplary; Advanced; Proficient; Basic; and Unsatisfactory. Cut scores are established in which a certain percentage of our students are needed to score proficient or above in order to make adequate yearly progress. Subgroups of less than ten are not reported due to the possibility of identifying individual students.

School performance data for the Reading Assessment is reported using the following performance levels and cutpoints on the general assessment:

*Exemplary (93-100) – student independently demonstrates the ability to go beyond the text consistently.
*Advanced (87-92) – student independently demonstrates inferential understanding within a text.
*Proficient (80-86) – student demonstrates a literal understanding of text with instructional support before, during and/or after reading.
*Basic (68-79) – student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
*Unsatisfactory (0-67) – student does not meet any of the preceding criteria.

To meet Kansas Standards students are expected to be proficient or above in math and reading. To achieve the State Standard of Excellence a school must have no more than 5% of students tested in the Unsatisfactory level, at least 25% in the Exemplary level, and at least 80% in the Proficient or above categories.

Fifth grade students have demonstrated marked improvements on the reading assessment over the past five years. In 2005, 94% of students scored proficient or above compared to 75% in 2000 and 59% in 2001. Students in the low socio-economic subgroup scored 94% proficient or above in 2005 compared with 52% in 2001.

Our performance data for the Kansas Math Assessment is reported using the following performance levels and cutpoints on the general assessment measuring understanding in number sense, algebraic concepts, geometry, and data.

*Exemplary (75-100) – student demonstrates superior knowledge and a comprehensive understanding of all four standards.
*Advanced (60-74) – student demonstrates a high level of knowledge and comprehension understanding within at least three of the four standards.
*Proficient (48-59) – student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his or her understanding within each of the four areas.
*Basic (35-47) – student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
*Unsatisfactory (0-34) – student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

From 2001 through 2005, students demonstrated continuous improvement on the Kansas State Mathematics Assessment. In 2005, 100% of students tested proficient or above with 94% of students testing in the exemplary category. This compares with only 63% of students testing proficient and above in 2001. Students on free and reduced lunches made marked improvements. In 2001, 60% of these students scored proficient or above. In 2003, 2004, and 2005, 100% of students scored proficient or above.

Information on the Kansas State Assessments may be found at the following websites: www.ksde.org and www.cete.ku.edu.

2. **Using Assessment Results**

Frances Willard Elementary School uses various types of assessments to guide instruction and help teachers make curricular and instructional decisions. Some assessments are summative in nature to determine the overall effectiveness of instruction. A majority of assessments used are formative in nature and help teachers make instructional decisions in a more timely manner.

Teachers utilize checklists aligned with specific instructional objectives to provide feedback regarding student understanding of objectives. Quarterly assessments are also given. Teachers collaboratively look at data to determine where students are in their understanding of concepts and can prescribe specific instruction to meet those needs. We are also able to determine what students would benefit from individual or small group tutoring.

Data is also used to assist in determining the type of professional development needed for teachers. In doing so, strategies to address student learning needs are addressed. Faculty meetings and district inservices are also opportunities for discussions to take place with teachers regarding instruction. Academic coaches also review data with teachers. With this support, teachers collaborate in discussing individual students and next steps needed to address those needs.

Information from formative and summative assessments is also used in discussions with parents. During Family Support Team Meetings with parents, administration, and teachers, the whole child as a learner is discussed along with data collected in order to determine the child's strengths and needs. A plan is then developed for that child and appropriate stakeholders are assigned to carry out the plan. Strategies are discussed that would best meet the desired outcomes and accomplish the goal set for that student. Most situations are resolved utilizing this process. However, if the data still shows a learning deficit despite several interventions over time, information collected during this process is instrumental in determining possible special education needs.

3. **Communicating Assessment Results**

Information regarding student performance is shared with parents, students, and the community in a variety of ways. Students meet with teachers to quarterly to set goals each time they take the Scholastic Reading Inventory. Teachers also meet with students frequently to chart and discuss progress on the NCSLearn Success Maker software program. Data regarding student progress is also shared with parents during parent-teacher conferences held once each semester. Conferences are held once each semester. General students progress is also shared at this time. Student progress is also discussed during Family Support Team Meetings. Data is discussed in order to determine if student progress is being made. Information regarding school data and assessment information is shared with parents and the community through the Kansas State Department of Education Report Card. Information regarding this is also shared on the school district's web site. USD 470 also shares information regarding assessments with the community through press releases with the local newspaper. Frances Willard also distributes its own monthly newsletter highlighting student activities and achievements. In addition, USD 470 also distributes a newsletter to its patrons. Parents and the community are also informed of student progress during Site Council meetings. These meetings held quarterly include teachers, school staff, parents, and some community members. Parents are also made aware of assessment data during PTO meetings and the presentation of banners recognizing our students for reaching the Standards of Excellence on state assessments. These are presented at the beginning of the year to all district staff and then to parents at

events such as the academic night held at Frances Willard. Beginning in October of this current year, parents can gain further information by logging on to the Powerschool web site and can gain instant and updated information about their student. Information is also shared through the school's web site.

4. **Sharing Success**

Frances Willard Elementary School celebrates its success along with the rest of USD 470 at the beginning of the year's opening convocation. This unified celebratory atmosphere sets the stage for improved communication between the schools and openness to celebrate the success of all students. Elementary teachers also meet monthly throughout the district at grade level meetings led by district grade level chairs. Instructional strategies are shared developing a common vision and plan for success across the district. Frances Willard School also shares its success with other schools during leadership meetings. During these meetings, USD 470 principals meet twice monthly to gain information but also to share ideas about learning and often discuss progress. Meetings are also held periodically with district elementary principals and academic coaches. Again, information and effective instructional strategies are discussed in order to improve what is happening at each building.

Frances Willard School also receives phone calls from other schools in the state of Kansas needing information regarding what we are doing to achieve high levels of success. Often times, Frances Willard receives visitors not only from other schools within the district, but also from other schools outside of Arkansas City. Our school is very willing to open our doors to show what we are doing to positively impact student achievement. Information regarding how we have had high levels of achievement has also been shared at the state level through written narrative when receiving the Challenge Award. Information has also been shared nationally at the National Title I Conference and the National Association of Elementary School Principals.

We recognize that success breeds success. We are not an island unto ourselves, but rather our school and district is a learning community whereby we support one another, learn from one another, celebrate together, and share our successes.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum**

Frances Willard curriculum has been developed with standards, benchmarks, and indicators. This curriculum is at the heart of what our teachers teach in the classroom. The district curriculum has been aligned with the Kansas State Standards. Curriculum is also spiraled throughout the year within that grade level and across grade levels. In all curricular areas, teachers work to differentiate instruction, and strategies are utilized to accelerate students rather than remediate. Higher-level thinking skills are also taught, and students are instructed in the problem solving process across curricular disciplines.

In 2001, Frances Willard Elementary School began implementation of a comprehensive reading reform model. Phonemic awareness and phonics were emphasized as well as direct vocabulary instruction, development of fluency skills, and instruction in the writing process to assist in developing comprehension skills. Within our language arts curriculum, students develop skills not just in reading but also in writing, listening, and speaking.

Mathematical instruction is also emphasized and instructional strategies were also developed. Again, an emphasis on teamwork and the problem solving process were developed. Science instruction has also been integrated with making problem solving in real-life situations part of student learning. Students are also taught in mathematics how to utilize reading strategies to assist in understanding word problems and successfully solve problems set in an applied situation. Through projects and activities designed to build upon activating students' prior knowledge, students utilize higher order thinking skills in order to make connections with prior learning and to understand concepts with deeper understanding.

Social studies is also taught. Students learn to understand their world, country, and community. By studying current events, history, and multiple cultures, students learn to appreciate and understand the

world in which they live. Discussions take place to build on prior knowledge and make connections to new concepts. Whether through projects or discussions, students work at higher levels in order to develop a deeper understanding of concepts. Again, reading strategies are taught utilizing the social studies textbook to improve comprehension and develop a greater ability to utilize effective reading strategies with an expository text.

Frances Willard Elementary School curriculum also entails instruction in art once a week for forty minutes. Students are engaged in a broad spectrum of activities and projects. The art teacher often coordinates lessons to support classroom objectives.

Physical education, and general music meet daily on an alternate basis for thirty minutes a day and are taught by certified instructors. Teachers in these areas also participate in reading and mathematical instruction within their own discipline in order to support the school's core curriculum in these areas. Students are taught to appreciate music from a wide variety of genres. Students also learn to read music and play instruments such as Boomwackers and the recorder. Physical education students develop essential skills needed for life-long fitness.

Science instruction follows the district's standards which are aligned with state standards. Science is used as opportunities for students to problem solve. In this manner, not is science being taught, but students develop valuable reading strategies and mathematics is supported as well. It is also an opportunity to support reading as students are taught specifically how to read and utilize an expository text.

Frances Willard Elementary School also has a counselor. In 2005, this position was replaced with a social worker. Our social worker/counselor meets with students in their classrooms once a week for thirty minutes for discussions and lessons on various topics. Small groups and individual students are met with as well to discuss issues and support individual social, academic, and emotional needs.

2a. **(Elementary Schools) Reading**

As research started for a new North Central Association cycle in the fall of 2001, and after examining student data regarding reading progress being made, it was determined that progress was not being made. Our goal was to have students on grade level by the third grade. Data was showing that changes needed to take place in order to jump-start this process. In 2001, Frances Willard Elementary School chose a comprehensive school reform model. After visiting with consultants, and after teachers visited other successful school utilizing a similar model, the newly acquired research-based model was voted on by the staff with 100% acceptance.

The reform model adopted focused on explicit instruction in phonemic awareness, direct instruction and modeling of strategies, development of fluency strategies, and connecting writing strategies to reinforce comprehension. Specific comprehension strategies, which include clarification, summarization, questioning, predicting, and inferring, are taught to students. Research based instructional strategies are also used. Cooperative learning has been developed and utilized at all grade levels. In this setting, students are engaged and strategies are implemented where everyone can experience success. They key to this strategy has been that everyone participates in the learning process. Students are explicitly taught how to work in such a setting. Teachers also strategically organize heterogeneous groups which would create the greatest degree of expected outcomes. Overall, this particular approach to teaching reading, gives teachers the ability to meet the needs of all our students.

Another component to this adopted model was the development of small and individual tutoring groups. Those students in grades one through three below grade level are tutored in specific skills that meet individual needs. In developing smaller reading groups and tutoring students, the continuous and on-going examination of student data has been instrumental in accelerating students and in maximizing their growth potential. From struggling students to those above grade level, all students can be challenged to reach their full potential.

3. **Mathematics, Science, Art, Etc**

In addition to reading, Frances Willard Elementary School also has an intense focus on the teaching and learning of mathematics. Our teachers instruct students in a manner which creates a productive learning environment and best helps our students develop to their full intellectual potential.

The strategies utilized are research-based and are implemented in order to ensure a greater opportunity for success. Cooperative learning strategies are utilized during the instructional process. Students learn to work together. Social skills are also developed as well as curricular objectives. By learning to work together, objectives which are aligned to the state and National Council of Teachers of Mathematics standards, are more readily learned. This comprehensive school reform model continuously engages students in the process of direct instruction, teamwork, and individual work.

Teaching children problem solving skills has also been instrumental in developing their abilities to process at higher levels. Students are engaged daily in the problem solving process. Strategies are taught and students learn how to utilize a variety of manipulatives to help solve problems. Problem solving and mathematics instruction takes place for at least sixty minutes daily. In many instances teachers utilize other shorter periods of time throughout the day to work on computation and additional problem solving skills.

Students also work on mathematical skills outside of the sixty-minute time period in which teachers utilize computer software to review, and more importantly, accelerate students. Twelve strands are available to students in which they are able to work at their own instructional level. Teachers use the data collected from this program to chart progress, set goals with students, and determine further interventions needed for students. Possible interventions might include small groups for tutoring based on specific skills, identification of students for the after school program, or simply the identification of skills needed for further emphasis. In all intervention, strong attention is given to targeted indicators and desired outcomes.

4. **Instructional Methods**

At the heart of our instruction is a focus on the cooperative learning process. Within this process, teachers engage students first through direct instruction. Students then work in teams as they discuss questions and solve problems. These teams consist of four to five students that are heterogeneously grouped. These groups often change in order to meet the ever-changing learning needs of students in the classroom. In particular, reading groups consist of multi-aged groups that change each nine-weeks grading period following an examination of assessment data. While working together in cooperative groups, students rehearse answers, which encourages the participation of all students within that team. As part of this teamwork, team mastery of concepts is developed to ensure that everyone in the group understands the concepts being learned. Teachers use a variety of strategies to ensure all students participate. For example, teachers draw sticks with students' names on them to ensure that all students are called on and students are better engaged by not knowing if they will be called on. This increases attentiveness in group settings yet hold each person accountable for paying attention and learning the objective. Students are then assessed individually to determine if concepts taught are understood and whether or not other instructional measures need to be taken.

By examining data, tutoring students in small groups or individually also meets the needs of struggling students. Teachers also utilize graphic organizers to activate prior knowledge and to help students organize thoughts and information. Students are taught these strategies and skills are developed so students can apply them in multiple situations. Teachers also have students work in the computer lab utilizing software in reading and math. Students are able to work at their own level and can accelerate as skills are developed. Many students also participate in the after-school program. Information regarding students' needs is shared with the after-school staff.

5. **Professional Development**

School-wide professional development over the past several years has been intense and comprehensive. Professional development has been based upon a three-tier process. External experts have

trained the entire staff in utilizing effective research-based instructional strategies. Training consists of strategies in cooperative learning, classroom management, and specific strategies in reading and math instruction. Those external experts visit classrooms, observe teachers teaching, and create professional development plans to meet the needs specific to Frances Willard teachers. By developing a professional relationship with these external experts, trainers develop a better understanding of our students and specific knowledge as to how each teacher can best meet those needs. Internal experts have also received professional development and work with teachers. This second tier of professional development resource for teachers includes the principal, academic coaches, and the special education teacher. These internal experts monitor classroom instruction through walk-throughs, collecting instructional data, analyzing student data, and provide on-going professional development based on teacher needs. Assistance comes to teachers through modeling of lessons, one-on-one discussions, faculty meetings, and team meetings led by the academic coach and administration. The third tier of professional development consists of teachers collaborating with each other. In this setting, teachers examine data and discuss strategies used. These weekly meetings provide teachers an opportunity to discuss students and develop plans for effective instruction.

Time is also designed during the instructional week for academic coaches and the principal to meet with teachers. During these meetings unit lesson plans, lesson objectives, and instructional strategies are discussed. Feedback during observational walk-throughs is given in an effort to encourage teachers to reflect on their lessons and strategies used. This time together, as provided through the overall daily schedule, also affords grade level teachers the opportunity to plan together and share ideas with one another.

PART VII - ASSESSMENT RESULTS
Subject: Reading Grade: 5 Test: Kansas State Reading Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary.
- Subgroups that have NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Frances Willard Elementary School Scores					
% At Unsatisfactory	0	0	5	11	0
% At or Above Basic	100	100	95	89	100
% At or Above Proficient	94	100	95	59	75
% At or Above Advanced	74	86	55	33	33
% At or Above Exemplary	37	50	32	11	17
Number of students tested	35	14	22	27	24
Percent of students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	0
Kansas State Scores – All Students					
% At Unsatisfactory	5	8	9	13	13
% At or Above Basic	95	93	91	87	87
% At or Above Proficient	78	72	69	63	64
% At or Above Advanced	56	50	46	40	40
% At or Above Exemplary	24	21	19	15	14
Frances Willard Elementary Reading Subgroup Scores					
1. Frances Willard Elementary Economically Disadvantaged					
% At Unsatisfactory	0	0	5	14	0
% At or Above Basic	100	100	95	86	24
% At or Above Proficient	94	100	95	52	48
% At or Above Advanced	72	86	55	29	14
% At or Above Exemplary	31	50	30	5	14
Number of students tested	32	14	20	21	21

Reading Data, continued **Grade: 5** **Test: Kansas State Reading Assessment**

Reading Subgroup Scores - continued	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
State Economically Disadvantaged					
% At Unsatisfactory	8	13	15	22	24
% At or Above Basic	92	88	85	78	76
% At or Above Proficient	68	60	55	47	47
% At or Above Advanced	43	36	31	25	24
% At or Above Exemplary	16	12	10	7	7
2. Frances Willard Elementary (White)					
% At Unsatisfactory	0	NA	7	7	0
% At or Above Basic	100	NA	93	93	8
% At or Above Proficient	90	NA	93	57	42
% At or Above Advanced	85	NA	60	36	17
% At or Above Exemplary	55	NA	40	14	33
Number of students tested	20	9	15	14	12
State (White)					
% At Unsatisfactory	3	6	7	9	9
% At or Above Basic	97	94	93	91	91
% At or Above Proficient	82	77	74	69	70
% At or Above Advanced	60	54	51	45	45
% At or Above Exemplary	27	24	21	18	17
3. Frances Willard Elementary (Hispanic)					
% At Unsatisfactory	0	NA	NA	NA	NA
% At or Above Basic	100	NA	NA	NA	NA
% At or Above Proficient	100	NA	NA	NA	NA
% At or Above Advanced	67	NA	NA	NA	NA
% At or Above Exemplary	8	NA	NA	NA	NA
Number of students tested	12	4	4	5	4
State (Hispanic)					
% At Unsatisfactory	8	14	15	25	31
% At or Above Basic	92	86	85	75	70
% At or Above Proficient	66	57	53	41	38
% At or Above Advanced	43	34	28	20	16
% At or Above Exemplary	15	10	9	6	4

PART VII - ASSESSMENT RESULTS, Cont'd:

Subject: Math Grade: 4 Test: Kansas State Math Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary.
- Subgroups that have NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Frances Willard Elementary School Scores					
% At Unsatisfactory	0	0	0	24	13
% At or Above Basic	100	100	100	76	87
% At or Above Proficient	100	100	100	43	63
% At or Above Advanced	94	100	100	33	33
% At or Above Exemplary	94	100	44	10	3
Number of students tested	18	29	18	21	30
Percent of 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
Kansas State Scores – All Students					
% At Unsatisfactory	4	6	9	11	12
% At or Above Basic	96	94	91	89	88
% At or Above Proficient	85	80	74	68	67
% At or Above Advanced	69	61	52	46	42
% At or Above Exemplary	38	30	23	18	17
Frances Willard Mathematics Subgroup Scores					
1. Frances Willard Elementary Economically Disadvantaged					
% At Unsatisfactory	0	0	0	28	16
% At or Above Basic	100	100	100	72	84
% At or Above Proficient	100	100	100	39	60
% At or Above Advanced	92	100	100	28	28
% At or Above Exemplary	92	100	44	6	4
Number of students tested	13	26	16	18	25

Mathematics Data, continued **Grade: 4** **Test: Kansas State Math Assessment**

Mathematics Subgroup Scores - continued	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
State Economically Disadvantaged					
% At Unsatisfactory	7	10	14	19	21
% At or Above Basic	93	90	86	81	79
% At or Above Proficient	77	71	61	53	52
% At or Above Advanced	57	48	38	30	26
% At or Above Exemplary	25	20	13	9	8
2. Frances Willard Elementary (White)					
% At Unsatisfactory	0	0	0	33	15
% At or Above Basic	100	100	100	67	85
% At or Above Proficient	100	100	100	50	60
% At or Above Advanced	93	100	100	42	30
% At or Above Exemplary	93	100	30	17	0
Number of students tested	14	17	10	12	20
State (White)					
% At Unsatisfactory	2	4	6	8	9
% At or Above Basic	97	96	94	92	92
% At or Above Proficient	89	84	79	73	73
% At or Above Advanced	75	66	58	51	48
% At or Above Exemplary	42	35	27	21	20
3. Frances Willard Elementary (Hispanic)					
% At Unsatisfactory	NA	0	NA	NA	NA
% At or Above Basic	NA	100	NA	NA	NA
% At or Above Proficient	NA	100	NA	NA	NA
% At or Above Advanced	NA	100	NA	NA	NA
% At or Above Exemplary	NA	100	NA	NA	NA
Number of students tested	3	10	3	5	6
State (Hispanic)					
% At Unsatisfactory	9	11	16	21	22
% At or Above Basic	91	88	84	80	78
% At or Above Proficient	72	66	56	48	47
% At or Above Advanced	52	43	32	24	21
% At or Above Exemplary	22	17	10	7	6