

**Ward Grundy Elementary
School Improvement Plan
2009 – 2011**

I. Annual Yearly Progress (AYP) performance targets:

The *No Child Left Behind Act of 2001* requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on the established annual targets.

How Illinois Calculates AYP: Adequate Yearly Progress (AYP) calculations in Illinois are now based on [three factors](#), beginning in 2003:

- ❶ The percent of reading and math scores that meet or exceed standards, compared to the annual state targets;
- ❷ The participation rate of students in taking the state tests, which must meet or exceed 95%; and
- ❸ The attendance rates of students in elementary and middle schools, and the graduation rates of students in high schools, which must meet or exceed the state's annual targets.

Federal and state laws specify adequate yearly progress (AYP) as an accountability measure for Illinois public schools in:

Reading
Mathematics
Percent of students tested
Attendance rate (K-8)

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Three of these measures – reading, mathematics, and percent of students tested – are further disaggregated by ten subgroups, making 41 performance targets in all. The School Report Card provides AYP information in Yes/No format for each of the 41 performance targets, as applicable. At a minimum, a school must include in its SIP those performance targets marked “No” (not met). By law, any unmet target becomes a school’s performance target.

At this time Ward Grundy Elementary **MEETS** in all applicable AYP performance target areas.

Please see the attached School Report Card for Ward Grundy Elementary.

II. School and Community Information

A. Ward Grundy Elementary

Ward Grundy Elementary is a K-6 public school built in 1961 that currently houses 313 students and 23 certified staff members. It is one of four elementary schools in the Morton Unit School District #709. Ward Grundy Elementary is located in Morton, Illinois.

The facilities at Ward Grundy Elementary consist of 19 classrooms, a multipurpose room, a library, and a computer lab.

Ward Grundy's current enrollment configuration by grade level is as follows:

K	40
1	48
2	42
3	43
4	47
5	45
6	48

1. Morton Unit School District 709

Ward Grundy Elementary is part of the Morton Unit School District 709, one of 18 school districts in Tazewell County. The Morton Unit School District 709 serves approximately 2,696 students in four elementary schools, one junior high school, and one high school. Its attendance area encompasses the communities of Morton, Groveland and small areas of Washington and East Peoria.

In the district, the current enrollment consists of 1.4% Hispanic, 94.7% White, 1.0% African-American, 2.2% Asian/Pacific Islander, 0.0% Native American, and 0.6% Multiracial.

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2006-2007 Instructional Expenditure per Pupil was \$5,799

2. Ward Grundy Students

At the present time, the student enrollment at Ward Grundy Elementary is made up of 0.7% Hispanic, 93.4% White, 1.3% African-American, and 3.3% Asian/Pacific Islander, 0.0% Native American, and 1.3% Multiracial as shown on the attached school report card. Over the past four years, our population has stayed relatively consistent in the demographic numbers. 7.0% of the students qualify for free and reduced priced meals. The student population is comprised of students who speak English as their home language. Our school supports “at risk” students through our Response to Intervention program, Reading Support program, and Title I Math program. The Response to Intervention program provides tier 1, tier 2, and tier 3 interventions to students in grades K-6. The Reading Support program provides individual and small group reading support to selected students in grades K-3. The Title I Math program provides individual, small group, and large group math support to students in grades 3-5. Ward Grundy Elementary also provides students with a talented and gifted program. Students who qualify in 4th – 6th grades receive small group instruction from our District Challenge coordinator on a weekly basis.

3. Attendance and Mobility

Student attendance rates at Ward Grundy have remained steady over the past few years. Ward Grundy has an average daily attendance of 95.7%. The mobility rate is currently at about 12.1%.

4. Our School Staff

The staff at Ward Grundy Elementary includes: 13 regular teachers, 1 reading specialist, 1 math specialist, 2 special education teachers, 1 physical education teacher, 1 music education teacher, and 1 librarian. Our full-time certified staff members have an average of 13.69 years of experience. We have 1 new teacher this year. The number of years the teachers have taught, by grade level, are shown below:

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Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K								1
1			1			1		
2	1				1			
3	1							1
4			1		1			
5					1	1		
6	1					1		

Additional personnel include the school principal, secretary, custodians, computer lab aide, instructional aides, clerical aides, food services workers, and a crossing guard. Several bus drivers and maintenance workers also provide services to students.

Other support personnel available to assist in meeting the needs of Ward Grundy students include a school psychologist, a speech and language pathologist, and a school social worker. Our student/homeroom teacher ratio is 22.36 to 1.

5. Our Leader

Our principal is Mr. Michael Saunders. He has been at Ward Grundy for 7 years. He has been in education for 18 years. Mr. Saunders taught 1 year as a 5th grade teacher, 6 years as a 4th grade teacher, and was an elementary school principal for 4 years before coming to Morton.

6. Safety, Cleanliness, and Adequacy of School Facilities

Ward Grundy Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is a Crisis Management Plan and emergency procedure drills are held on a monthly basis. Planning for various potential emergencies is done in coordination with the district crisis management committee and the district administration.

The maintenance department handles specific safety concerns regarding buildings and grounds at the school site. On-site custodial staff takes care of the day-to-day safety concerns that may arise. Our professional staff of two custodians performs the basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District crisis management committee
- Bus evacuation drills
- Life/safety inspections
- Campus supervision

7. Classroom Discipline/Learning Climate

Ward Grundy Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Ward Grundy is enhanced by involved parents. Parents are encouraged to become involved in school, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Ward Grundy staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance service to others, and develop positive social behavior. To reach this goal, Ward Grundy offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with the Illinois State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

B. Our Community

1. Location

Morton is located in Tazewell County and has a population of more than 16,000. The median age is 40 years, and there is a large percentage of family households. Twenty-six percent of the nation’s population lives within 500 miles of Morton. With a property tax rate of 6.8207 percent and no public debt, Morton puts its resources where they will best benefit its citizens. The result is quality living in a relaxed and beautiful setting.

Known as the Pumpkin Capital of the World, Morton is at the intersection of Interstates 74 and 155. With easy access to major cities and the Illinois state capital, Morton is actually located midway between St. Louis, Chicago, Indianapolis and Des Moines. This prime location — just 10 minutes from Peoria, 30 minutes from Bloomington-Normal, 50 minutes from Springfield and three hours from Chicago and St. Louis — gives Morton the benefits of city living without the inconveniences. Peoria, a city of 100,000, offers major shopping centers, specialized medical care, professional sports events and higher education opportunities.

Two airports serve Morton. Just 12 miles away is the Greater Peoria International Airport, with the longest runways in downstate Illinois, jet and turboprop commuter service, and car rental services. Also nearby is Central Illinois Regional Airport in Bloomington-Normal.

Morton offers cable and satellite television services as well as local Internet service and mobile phone service providers. Bringing the news to Morton residents are three daily newspapers — the Peoria Journal Star, the Pekin Daily Times and the Bloomington Pantagraph — and two weekly newspapers — Morton Times-News and Morton Courier.

2. Morton’s Economic Development Efforts

With nearly 15,000 jobs and growing, Morton is a leader for Tazewell County. Morton enjoys consistent growth due to a multi-faceted approach that yields a strong base of existing businesses and an attractive setting for new businesses. Regular communication with current business owners regarding their concerns and feasible ways to deal with those concerns

demonstrates a high level of commitment to service.

Expansion is an important facet of Morton's economic development efforts. As a liaison with the Economic Development Council for Central Illinois, the Illinois Department of Commerce and Economic Opportunity, and the Village of Morton, the Morton Chamber of Commerce tracks financial incentive programs available to new businesses as well as new developments in transportation and technology. Sharing that knowledge and experience with businesses and similar groups in area communities also strengthens the central Illinois business climate as a whole.

3. Companies & Industries

Morton adds depth to the economic base of Tazewell County with a diverse and stable business community. Several nationally recognized businesses enjoy the economic benefits of being located in the Morton area.

Local companies that have a large impact on our community include: Caterpillar Worldwide Parts Distribution Center, Nestle/Libby's, Morton Buildings, and RMH Foods.

4. Colleges and Universities

a. Illinois State University at Bloomington-Normal, the home of the Redbirds, was founded in 1857 and was the state's first public university. Academic majors include applied science and technology, arts and sciences, business, education, fine arts, and nursing. There are also complete athletic programs for men and women.

The University sponsors community programs and events for youth, lifelong learners, senior citizens and other residents, for educators and alumni, and for employers and business professionals. On- and off-campus programs in the areas of the arts, entertainment and recreation are always popular. Other services include career exploration and development, distance education, conference facilities and research resources.

b. Bradley University at Peoria, the home of the Braves, serves 6,000 students on its 75-acre campus. Founded in 1897, Bradley became a university in 1946. Today, it offers 90 programs in five colleges, as well as the graduate school's 13 degrees in 31 academic areas. A challenging athletic program for men and women produces many championships at the NCAA Division 1 level.

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With a faculty of 300, the average class size at Bradley is 24 students. Bradley also boasts a job placement rate of 96 percent for its graduates. National honors include a number four rank among regional colleges and universities in the Midwest and number three in the Midwest list of best values by U.S. News and World Report, as well as being named to Princeton Review's 2003 guide as one of The 345 Best Colleges.

Bradley serves the area in three major ways: providing opportunities for intellectual and personal growth; providing assistance to business and industry; and providing cultural activities, including art exhibits, music concerts, theater performances and presentations by nationally known speakers and performers. Also, Bradley's WCBU-FM public radio and WTVP-TV public television stations, with studios on campus, serve all of central Illinois.

Outreach to the community also includes the Bradley-led Internet2 project, which is being conducted in cooperation with more than 200 universities. This group is working in partnership with industry and government to create the Internet of the future.

c. Illinois Central College at Peoria and East Peoria (ICC) was founded in 1967. Offering night, weekend and summer classes, the college grants associate's degrees and occupational certificates. Continuing-education classes for adult learners are also popular; the University of Illinois at Springfield offers courses here as well. A strong athletic program features baseball, cross-country, men's and women's basketball, golf, men's and women's soccer, softball, and volleyball. ICC's Professional Development Institute provides the best in computer and business training for area residents. The Intercultural Diversity Program is dedicated to bringing together individuals with many differences and helping them to learn to communicate and cooperate.

Other colleges and universities in the area include Illinois Wesleyan University at Bloomington, Eureka College at Eureka, Knox University at Galesburg, Lincoln College at Normal, Lincoln Christian College and Seminary at Lincoln, Midstate College at North Peoria, Robert Morris College at Peoria, Spoon River College at Canton, University of Illinois School of Medicine at Peoria and Heartland Community College at Normal.

III. Goal Statements and Measurable Objectives

A. Reading:

1. Increase the percentage of students in the “Meets” and “Exceeds” categories of the ISAT test.
2. Increase the percentage of students who show growth from fall to spring on the MAP test.

B. Math

1. Increase the percentage of students in the “Meets” and “Exceeds” categories of the ISAT test.
2. Increase the percentage of students who show growth from fall to spring on the MAP test.

IV. Reflection:

A. How have we progressed on the latest School Improvement Plans?

1. Reading:

<u>3rd Grade</u>	<u>2007</u>	<u>2008</u>	<u>4th Grade</u>	<u>2007</u>	<u>2008</u>
Grundy	95.5%	88.9%	Grundy	89.4%	90.9%
District	89.0%	93.9%	District	91.1%	91.5%
State	73.0%	71.7%	State	73.7%	73.2%
<u>5th Grade</u>	<u>2007</u>	<u>2008</u>	<u>6th Grade</u>	<u>2007</u>	<u>2008</u>
Grundy	86.0%	86.7%	Grundy	94.0%	97.9%
District	87.6%	92.2%	District	92.4%	96.2%
State	69.7%	73.5%	State	73.4%	79.0%

Over the last two years, we have done very well in the area of reading. In both 2007 and 2008, an average of 91.3% of our students scored in the “Meets” or “Exceeds” categories on the ISAT reading test. Our 6th graders bested the district average in 2007 with 94.0% “Meets” or “Exceeds” and in 2008 with 97.9% “Meets” or “Exceeds”.

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2. Math:

<u>3rd Grade</u>	<u>2007</u>	<u>2008</u>	<u>4th Grade</u>	<u>2007</u>	<u>2008</u>
Grundy	100.0%	95.6%	Grundy	97.9%	97.7%
District	97.3%	96.5%	District	96.3%	96.0%
State	86.8%	85.1%	State	86.4%	84.6%

<u>5th Grade</u>	<u>2007</u>	<u>2008</u>	<u>6th Grade</u>	<u>2007</u>	<u>2008</u>
Grundy	93.0%	91.1%	Grundy	98.0%	100.0%
District	92.1%	95.3%	District	95.4%	96.8%
State	82.5%	81.4%	State	81.4%	82.6%

Over the last two years, we have done very well in the area of math. In 2007, an average of 97.3% of our students scored in the “Meets” or “Exceeds” categories on the ISAT math test. In 2008, an average of 96.3% of our students scored in the “Meets” or “Exceeds” categories on the ISAT math test. Our 6th graders bested the district average in 2007 with 98.0% “Meets” or “Exceeds” and in 2008 with 100.0% “Meets” or “Exceeds”.

V. Data Collection & Analysis:

A. Demographic Data: Please see attached copy of the 2008 Ward Grundy School Report Card.

B. ISAT Data:

1. All Subjects/Grades 3-6

	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>
Grundy	78	83	90	90	94	94	94
District	86	86	88	89	93	93	94
State	63	64	68	69	77	79	79

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2. Reading:

	00	01	02	03	04	05	06	07	08
3 rd	86	91	74	89	94	87	91	96	89
4 th	-	-	-	-	-	-	95	89	91
5 th	89	82	88	78	76	73	91	86	87
6 th	-	-	-	-	-	-	84	94	98
Ave	87.5	86.5	81.0	83.5	85.0	80.0	90.3	91.3	91.3

3. Math:

	00	01	02	03	04	05	06	07	08
3 rd	84	93	84	100	91	96	93	100	95
4 th	-	-	-	-	-	-	100	98	98
5 th	87	86	80	89	95	98	100	93	92
6 th	-	-	-	-	-	-	98	98	100
Ave	85.5	89.5	82.0	94.5	93.0	97.0	97.8	97.3	96.3

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4. Writing:

	00	01	02	03	04	05	06	07	08
3 rd	84	53	49	80	72	-	-	-	-
4 th	-	-	-	-	-	-	-	-	-
5 th	95	90	77	83	87	-	-	62	83
6 th	-	-	-	-	-	-	-	-	85
Ave	89.5	71.5	63.0	81.5	79.5	-	-	62.0	84.0

5. Science:

	00	01	02	03	04	05	06	07	08
3 rd	-	-	-	-	-	-	-	-	-
4 th	85	89	88	82	92	94	98	93	96
5 th	-	-	-	-	-	-	-	-	-
6 th	-	-	-	-	-	-	-	-	-
Ave	85.0	89.0	88.0	82.0	92.0	94.0	98.0	93.0	96.0

C. MAP Data:

1. READING: Percent Meeting Target Growth Fall 2007 to Spring 2008

- Kindergarten 58.8%
- 1st Grade 75.6%
- 2nd Grade 69.0%
- 3rd Grade 92.7%
- 4th Grade 69.8%
- 5th Grade 59.1%
- 6th Grade 73.8%
- AVERAGE 71.3%

2. LANGUAGE USAGE: Percent Meeting Target Growth Fall 2007 to Spring 2008

- 2nd Grade 73.8%
- 3rd Grade 95.2%
- 4th Grade 86.0%
- 5th Grade 65.9%
- 6th Grade 73.3%
- AVERAGE 78.8%

3. MATHEMATICS: Percent Meeting Target Growth Fall 2007 to Spring 2008

- Kindergarten 44.1%
- 1st Grade 47.6%
- 2nd Grade 57.1%
- 3rd Grade 73.8%
- 4th Grade 88.4%
- 5th Grade 72.1%
- 6th Grade 68.9%
- AVERAGE 64.6%

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VI. Action Plan 2009-2011: In order to meet the goals and objectives for the 2000-2011 school years, the action plan will address the district's goals: [Assessment](#), [Curriculum](#), [Professional Development](#), and [Instruction](#).

A. Reading:

1. Increase the percentage of students in the “Meets” and “Exceeds” categories of the ISAT test.
2. Increase the percentage of students who show growth from fall to spring on the MAP test.

B. Math:

1. Increase the percentage of students in the “Meets” and “Exceeds” categories of the ISAT test.
2. Increase the percentage of students who show growth from fall to spring on the MAP test.

We will make the following efforts to improve our achievement in Reading, Math, and Writing:

Building Level/District Level:

1. Continue the implementation and development of MAP (Measures of Academic Progress). (A, PD, I)
 - a. As a staff we will take part in the next step in the MAP professional Development Continuum: Growth and Goals workshop.
 - b. Develop building goals, grade level goals, teacher goals, and individual student goals for the MAP assessment.
 - c. Deepen our understanding of how to more effectively use DesCartes.
2. Continue the implementation and development of RTI (Response to Intervention). (A, PD, I)
 - a. Develop benchmarks in reading and mathematics to determine who will receive RTI services.
 - b. Streamline our collaboration process.
 - c. Become comfortable with Tier 1 classroom interventions and documentation.
 - d. Evaluate our building schedule to create a cohesive intervention schedule using all available resources.
3. Continue the implementation and development of Guided Reading and others forms of differentiated instruction. (PD, I)
 - a. Focus on individual needs of students by utilizing MAP data to identify specific skills and concepts for growth.
 - b. Provide resources and professional development on various methods to improve instruction (ex. Differentiation and small group instruction).

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4. Continue the implementation and development of Curriculum Mapping. (C, PD)
 - a. 2009-2010: Complete diary map for math.
 - b. 2010-2011: Complete diary maps for reading. Calibrate diary maps for math. Develop master map for math at each grade level.

Reading:

- Utilize MAP to identify individual student needs for academic growth. (A, I)
- Research and develop benchmark assessments to monitor growth for student receiving assistance through RTI. (A, PD)
- Utilize research based and data driven instructional interventions for struggling readers. (PD, I)
- Research and develop consistent instructional methods for teaching students to respond to extended response reading questions. (PD, I)
- Research and develop various methods of differentiated instruction. (PD, I)

Math:

- Utilize MAP to identify individual student needs for academic growth. (A, I)
- Incorporate math acceleration and enrichment activities into instruction. (PD, I)
- Utilize the “what and why” method for teaching students to respond to the extended response math questions. (PD, I)
- Research and develop extended response questions for each math unit at each grade level.
- Utilize Everyday Counts Calendar Math in grades K-2. (A, C, I)
- Utilize Daily Math to review math concepts in grades 3-6. (A, C, I)
- Continue working toward mastering addition facts in 1st grade, subtractions facts in 2nd grade, multiplication facts in 3rd grade, and division facts in 4th grade. (I)

Writing:

- Utilize the Four Square Method for teaching students to organize their writing. (C, PD, I)
- Develop expectations for practicing narrative, persuasive, and expository forms of writing. (A, PD, I)
- Teach students how to self-assess their writing. (A, I)

VII. Learning Standards Implementation

The Illinois Learning Standards are represented in our district’s instruction and classrooms and are clearly identified in each District Curriculum Guide. Our competitive scores on State assessments indicate that the Illinois Learning Standards are effectively implemented in our curriculum and instruction. Since the Illinois Learning Standards were adopted in 1997, all district K-12 objectives have been aligned to them. The district’s procedure for curriculum renewal facilitated a comfortable process to align objectives for each curricular area. Consensus building and teacher involvement have always been integral to this process of curricular review. Each curricular area is scheduled for review each 5 – 7 years, but there are provisions to address necessary adjustments yearly. Each summer our District Curriculum Guides are collected from each teacher and administrator and revised to reflect any changes, while maintaining alignment to Illinois Learning Standards.

VIII. Family and Community Involvement

Parents are very involved at Ward Grundy. We have nearly 100% parent attendance at “Meet the Teacher Night”, parent-teacher conferences, and “Open House”. Our PTO is very supportive of our school and its programs. The PTO sponsors assemblies throughout the year, runs a book fair and a school carnival, and purchases many different items for teachers to use in the classrooms. The PTO recently completed a two-year fundraising campaign to raise \$15,000 for 10 SmartBoards. Various businesses throughout Morton and the surrounding area have also supported Ward Grundy by donating prizes for our Accelerated Reader program and our school carnival. Morton is a community that values education, which is evident by the support that it provides to the local schools.

IX. Review, Monitoring, and Revision

Each year individual building principals are paired up with a board member to review school improvement plans upon their completion. After this review is completed, the building principals then make a SIP presentation to the Morton CUSD 709 Board of Education at an official board meeting. After the presentations the School Board takes official action supporting the building School Improvement Plans. During the school year, individual school buildings collect data in the form of local and state assessments. ISAT and MAP data will be used to monitor student progress. Every effort is made to keep cohort data on each class as they pass through the Morton school system. Instructional decisions and SIP revisions are based in a large part by the information gathered from these data sources. Teacher input is also a resource used to determine aspects of school improvement plans.

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Several times throughout the school year, SIP teams in individual buildings monitor the progress of the action plans. They discuss what has been accomplished and what still needs to be completed. SIP in-service days are also set aside for professional development opportunities related to SIP action plans. Some of these days are used for revision of current SIP's and planning for future SIP's.