.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☑ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mrs. Elise Schwartz

Official School Name: Carlinville Primary School

School Mailing Address: 18456 Shipman Rd
                            Carlinville, IL 62626-2442

County: Macoupin   State School Code Number: 400560010262005

Telephone: (217) 854-9849 E-mail: schwarte@carlinvilleschools.net

Fax: (217) 854-7867   Web URL: http://www.carlinvilleschools.net/primary/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Michael Kelly   Superintendent e-mail: kellym@carlinvilleschools.net

District Name: Carlinville CUSD 1   District Phone: (217) 854-9823

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kenny Snider

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. 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.

10. 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

1. Number of schools in the district: 2 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                 1 High schools
                                 0 K-12 schools
                                 4 Total schools in district

2. District per-pupil expenditure: 7601

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Rural</u>

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	59	50	109		7	0	0	0
1	64	60	124		8	0	0	0
2	65	53	118		9	0	0	0
3	55	50	105		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
						Total in Applying School:		456

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
0 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
94 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%

   This rate is 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, 2009 until the end of the school year.	22
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1, 2009	334
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 0%

   Total number of limited English proficient students in the school: 0

   Number of languages represented, not including English: 0

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 42%

    Total number of students who qualify: 193

    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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%

    Total number of students served: 85

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	1	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	13	Specific Learning Disability
1	Emotional Disturbance	59	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	13	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	19	0
Special resource teachers/specialists	7	7
Paraprofessionals	15	0
Support staff	9	4
Total number	51	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	15%	0%	0%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Actual data for teacher attendance and turnover rates are not available. I have made reasonable estimates based on monthly teacher attendance reports. The majority of teacher absences are because of professional development, personal illness or pre-arranged medical appointments. Teachers at Carlinville Primary School are dedicated and conscientious. They rarely miss school and consistently have valid reasons when they are absent. Of the 33 certified staff members, there may be 1-2 gone on any given day, including professional development. Many days, we have 100% attendance.

At the end of the 2009-2010 term, 7 teachers in grades K-3 retired. Very few teachers leave our district for any reason other than retirement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

PART III - SUMMARY

The Mission Statement of the Carlinville Elementary Schools:

"The Educators and Citizens of the Carlinville Community Elementary Schools will provide opportunities for each child to reach his or her fullest potential as a contributing member of an ever-changing society. Each and every student will be actively involved in his or her learning, guided by a competent faculty. Students will develop knowledge, skills, abilities, habits, and attributes that will prepare them for their future schooling."

Carlinville Primary School houses kindergarten through third grade. There are five sections of kindergarten, first grade, second grade and four sections of third grade. Enrollment this year is 456 students. Curriculum focuses heavily on reading, writing and math in alignment to Illinois Learning Standards. Science and Social Studies are also taught at the Primary School. Social-Emotional learning has been incorporated into all aspects of the school routine during the past three years. There are high expectations for student achievement and appropriate behavior. Instruction is differentiated, engaging and student centered. A high level of technology integration is present in every classroom at every grade level. Programs at the Primary School are designed to meet the needs of every student. Staff is dedicated, professional and highly qualified.

The student population of Carlinville Primary School is predominantly white. Forty-two percent of the students are from low-income families. Student demographics have changed dramatically, as low income between 2000 and 2010 rose from 19% to 42%. We are continually challenged to maintain high academic achievement as our student and family characteristics require more specialized programs, outreach services and instructional interventions for children with developmental delays and multiple risk factors impeding their academic and social/emotional progress.

Carlinville Primary School is worthy of Blue Ribbon Status because of our high academic achievement over time, regardless of the changes in student demographics and characteristics such as low income, mobility and special needs. The entire staff, both certified and non-certified, is committed to meeting the needs of all students, to insure they reach their full potential as students and citizens. We promote an environment of high standards while allowing flexibility and accommodations for individual circumstances. Professional development is prioritized, particularly in the areas of reading, math and social-emotional learning. Most opportunities are provided within the district for the purpose of consistency, focus and teacher accountability. Student supports including counseling services, evidence-based academic interventions, volunteer programs, a partnership with the local liberal arts college, an after-school program and implementation of a social-emotional curriculum and philosophy all promote a family atmosphere in our high-quality, safe learning environment. For many of our students, school is the best and most supportive part of their lives. We know that no significant learning takes place without a significant relationship, and our staff is committed to teaching the whole child, connecting with families and using innovative approaches to instruction.

Carlinville C.U.S.D. #1 is a largely rural, public PreKindergarten through Twelfth Grade district with an enrollment of 1,450 students. The district is comprised of 239 square miles of farmland and small towns. Carlinville is the seat of Macoupin County and the home to all of the District's school facilities and many County and State offices and public services. Public Housing and a large amount of rental properties in the district are homes for many of our students. There is a great deal of poverty and unemployment among our families, and many of them live in outlying areas, making transportation and access to community resources and school events difficult.

Located in west central Illinois, Carlinville is 45 miles south of Springfield, and 65 miles northeast of St. Louis on Historic Route 66. While it is located in a small rural setting, the community is home to

Blackburn College (a small liberal arts college) and to the headquarters for several medium sized companies, including Prairie Farms Dairy and Karmak, a computer software company. Roughly 75% of the district's graduates plan to attend either a four-year college or trade school after graduation. With a population of nearly 7,000 people in the greater Carlinville area, we are unique among towns our size. Carlinville enjoys a large historic district, the center of which is the town square. Still the focal point of community activity, the square is known for its historic buildings, beautiful gazebo and open air summer concerts. Community resources include a public library, recreational leagues through the Park Board, including soccer, baseball and basketball, a public swimming pool offering Red Cross swimming lessons and multiple youth activities offered through Blackburn College.

All schools in Carlinville Community Unit School District #1 have been members of the North Central Association Commission on Accreditation and School Improvement, now AdvancED. District Accreditation was awarded in January, 2009. AdvancED is a voluntary accrediting association with high standards, often greater than those established by the Illinois State Board of Education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Illinois requires students in grades 3, 5, and 8 to be assessed in the areas of Reading and Math for determination of AYP status. Science is assessed in grades 4 and 7. Writing has been assessed periodically during the past 10 years at various grade levels, but the pattern is inconsistent. Funding has been the deciding factor in whether or not writing is assessed, therefore trend data is difficult to analyze. The assessment given state-wide is called the Illinois Standards Achievement Test (ISAT). Portions of the assessment are criterion-referenced, based on the Illinois Learning Standards. Other portions of the assessment are norm-referenced, based on the Stanford Achievement Test, version 10. Designations used to determine AYP status are based on the criterion-referenced portions of the assessment. They are broken into four categories: Exceeds, Meets, Does Not Meet and Academic Warning. Students meet the standard on the ISAT in every subject area if they score in the Meets category. More information about the ISAT can be found at http://www.isbe.net/assessment.

From 2006-2010, reading and math scores for third grade have remained consistently high. Reading scores for all students range from 92-98% meets and exceeds standards. Math scores range from 98-100% meets and exceeds. Low-income students have slightly lower scores ranging from 85-96%. In the area of math, income does not seem to matter significantly, as meets and exceeds range from 96-100%. Achievement has improved for IEP students over the past five years in the area of reading, from 81-97% meets and exceeds. IEP students have done well consistently in the area of math from 2006-2010, with meets and exceeds ranging from 94-100%.

With such high achievement, our challenge is to maintain these scores regardless of changes to demographics and other circumstances that fluctuate from year to year. We strive to raise the percentage of students who reach the exceeds category. There is a discrepancy in the number of students reaching exceeds between low income and non-low income students. There are 40-60% more non-low income students reaching exceeds in the area of reading and 30-40% more non-low income students reaching exceeds in the area of math. The same pattern is true of our IEP and non-IEP students. While our students with special needs are meeting standards at impressive levels, they do not reach the exceeds designation proportionately to non-IEP students. Again, 40-50% more non-IEP students reach exceeds in the area of reading and 10-30% more non-IEP students reach the exceeds designation in the area of math. Math performance is higher than reading performance for IEP students and low-income students in both the meets and exceeds categories.   While we are thrilled that over 90% of all students are achieving at high levels and meeting the standards, we strive to close the achievement gap, even between meeting and exceeding standards.

Prior to 2006, scores were lower for all students as well as subgroups. New curriculum and professional development were introduced and implemented from 2003-2006 and continues today. Significant improvement in test scores was realized as a result of these changes, which are explained in other sections of the application.

2. Using Assessment Results:

The building level principal and grade-level teams review state and local assessment outcomes. Results of the review are used to develop and make adaptations to existing school improvement plans and changes to curriculum and instruction. Both the SAT-10 and ISAT reports provide an item analysis so that teachers and administrators can analyze specific strengths and weaknesses experienced in entire cohorts, subgroups, subject areas and by individual teacher's assigned classes.

Data is also used as a central piece in reviewing curriculum maps and alignments on the grade, building, and district level. Based on data results, areas of weaknesses are identified on the maps and alignment

documents. Collaborative planning moves forward to strengthen the identified areas.

The district has developed a multi-tiered intervention model, Response to Intervention (RtI). All students are administered the AIMSweb assessments three times a year to identify and evaluate student deficiencies. Students identified as Tier 2 and Tier 3 are monitored more frequently. Progress monitoring data is reviewed every 6-8 weeks to determine any changes to interventions, tier designations or recommend referral for further evaluation.

Teachers are provided time to review, collaborate, and plan with grade-level and subject-area teams. The pre-planning time allows for in-depth reviews, conversations, and strategic planning. Teacher teams review relevant assessment and demographic data in determining academic and behavioral/discipline plans and procedures.

Professional development activities on a range of topics are provided by the district and through the local Regional Office of Education. Many of the professional development activities involve the disaggregating and analysis of assessment data. Teachers and administrators report back to teacher teams. In addition to the ROE's workshops, district teachers are sent in groups to grade-level conferences, RtI team training, and any in-service providing current best practice research. Professional development focuses on the areas of reading and math instruction with special attention given to addressing the "hard-to-reach and hard-to-teach" child. All professional development in CUSD #1 is centered on district goals.

The district provides professional learning communities opportunities for teachers to review and discuss data and its impact on curriculum and instruction. Book studies enable teachers to become acquainted with current educational movements and discuss them in meaningful dialogues with peers. The book study uses research-based data to assist teachers in understanding why specific instructional strategies are more effective than others in raising student achievement.

3. Communicating Assessment Results:

The district collects a variety of data, including standardized test score results, survey results, demographics of the student and community population, and the enrollment history and forecast for each grade level, building and district as a whole. Data is housed in the state's Student Information System, Northern Illinois University's Illinois Interactive Report Card site, and Administrator's Plus. Results from the various assessments, once obtained, are communicated with stakeholders via newsletters, Edline, local media, district websites and mailings. The information contains assessment results and Adequate Yearly Progress (AYP) determinations. Information is reviewed at the administrative level during Principal's meetings by the Superintendent and Principals. Building level administrators then present the results to the local Board of Education in an open meeting presentation. Data is reviewed in more detail at the annual Board of Education Retreat. The local media is present at all Board meetings and the information is printed in the newspaper. The district's website posts the building and district's State report cards, in addition to facts and statistics about the district and community, and principals' and superintendent newsletters. School Reach is a service that enables the district to send mass phone calls and emails to parents with timely and relevant information in a non-obtrusive manner.

Assessment data (state, local and classroom-level) are reviewed and discussed during parent-teacher conferences and provided to parents via e-mail or mailing. The Parent-Teacher conferences are held in the fall following the end of the first grading periods at each school. Parent and teacher meetings continue to occur at either parent or teacher/team request throughout the school year. Data is also shared with parent/guardians during orientation nights for students entering particular grades (i.e. fourth, sixth, and ninth). Student grades in progress, including incomplete assignments, are posted on Edline weekly for parent access.

Transition team meetings are scheduled between schools. These meetings provide teachers of incoming students an opportunity to meet with the students' previous teacher and review and discuss relevant data. The meetings occur at the district's transition levels: pre-k to kindergarten, third grade to fourth, fifth to

sixth, and eighth to ninth grade. Students and parents are included in transition meetings. These meetings are student-led and allow parents to view and hear from their child about the child's academic progress.

4. Sharing Lessons Learned:

Carlinville Primary School hosts multiple student observers and student teachers every semester. Our school is used as a model for best practice by Blackburn College. Several of their Education courses are routinely held at the Primary School.

Two of the Carlinville Primary School teachers are National Board Certified. They have presented to teachers in other districts and guided them through the process of seeking Master Teacher status.

Every year, schools in the area send teams of teachers to observe at the Primary School. Areas of interest include the Everyday Mathematics program, guided reading, technology integration, Social-Emotional learning strategies (specifically *Conscious Discipline*), differentiation, inclusion of special education students and the Kindergarten centers-based approach. We readily accept visitors and share our success.

The infusion of technology through EETT and SRTT grants has networked teachers from other districts also involved in the grant. Participants are routinely posting successful technology projects to Google Groups, asking and answering questions and supporting each other.

Seeking District Accreditation through AdvancED allowed representatives from the Primary School to reflect on best practices and communicate them to colleagues in grades 4-12. The entire process of seeking District Accreditation provided a self-assessment at the building level and across PreK-12. There was much dialogue about effective instruction, creating relationships with students, high expectations and addressing challenges. Effective practices from each building are posted on the AdvancED web site in a database for professional sharing.

The principal of the Primary School speaks at ROE Principal's Meetings to share ideas, programs and effective practices. She invites other administrators to send their teachers to visit the school. The principal also speaks to teacher candidates at Blackburn College to provide guidance in their academic preparation, as well as interview strategies and personal attributes desirable in new teachers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Carlinville Primary School has a standards-based curriculum which is designed to be rigorous and relevant. All district curriculum is mapped and periodically updated; all revisions are added to teachers' curriculum binders. These curriculum binders serve as a tool to insure alignment and articulation and to aid teachers new to a grade level or to the district in planning and preparing for instruction. The curriculum maps are aligned to Illinois Learning Standards (ILS) in the areas of Language Arts, Math, Science, Social Studies, Fine Arts, Technology and Social Emotional Learning. Exit-level skills are developed to specify the concepts children should know and the skills they should be able to demonstrate at the conclusion of every school year across all subject areas. The Primary School uses core curricular materials, software, and research-based interventions. Grade level, transition and cross-curricular meetings help to articulate curriculum and support instruction and high student achievement and expectations. Some of these meetings are done through school-improvement days, outside of contracted time, and have also been built into the school schedule to further stress the importance of collaboration in teaching and learning. Teachers have participated in book studies for the past three years, including Marzano's work, *Conscious Discipline* and *Differentiated Instruction.*

Reading and Language Arts are a primary focus in grades K-3. During the K-1 years, students are taught concepts about print and books, letter and sound recognition and fluency, strategies used by good readers to attack unfamiliar print, and listening/communication skills. Students are expected to be fluent readers (based on knowledge of high frequency words, guided reading level and AIMS web fluency score of 75 words correct per minute) by the end of first grade. Spelling and writing evolve from developmental to formal. During grades 2-3, reading instruction is more structured with the study of story elements, comprehension strategies, written response to reading material, spelling and writing instruction, punctuation and grammar. *MacMillan/McGraw-Hill* is the core curriculum used K-3. Exit skills and curriculum maps are not dependent upon a formal series. Curriculum is based on Illinois Learning Standards and instructional materials are purchased to align with our curriculum.

Math instruction is based on concepts, math sense and application to daily life. The *Everyday Mathematics* program is the core curriculum. Math skills spiral, with a variety of concepts covered daily. In grades K-1, students learn counting, number recognition, one-one correspondence, measuring, estimation, sorting, patterns, graphing, shapes, time and money. Basic addition and subtraction are practiced with introduction to fact families, number sentences and basic story problems. These skills are built upon in grades 2-3, as students learn computation (add, subtract, multiply, divide), counting and exchanging money, fractions, decimals, geometry and basic algebraic concepts.

Science and Social Studies are taught in K-1 mainly through discussion, classroom activities and periodicals. In the area of Social Studies, understanding of rules and laws, basic government, school/city/state/, community, important historical figures, rights and responsibilities and citizenship are the major concepts. During grades 2-3, students learn to read maps and identify our town, state, country and continent as well as read map legends and identify landforms. Specific instruction on Native Americans, Martin Luther King, Jr. , U.S. government and Japan are covered during 3rd grade.

Science concepts taught in K-1 include scientific inquiry (using senses to explore and observe materials, develop questions, seek information and compare information). Students use simple tools and technology for exploration. Seasons, weather and environment are taught. Categorization, rocks, simple machines, lifes cycles of animals and distinguishing characteristics are taught through units on simple machines, polar regions, local mammals and rainforest. During 2nd and 3rd grade, physical science includes weather, water cycle, magnets, solar system, atoms and molecules, weathering, physical and chemical changes and soil conservation. Life Science includes personal safety, health and nutrition, human body, plants, extinct and endangered animal species, food web, predator and prey.

Vocal music and physical education are taught at the Primary School by certified, highly qualified teachers. Technology skills are taught as part of library/media, also by a certified, highly qualified teacher. The physical education program incorporates health and nutrition through direct instruction and the assistance of the Public Health Dept. and University of Illinois Ag Extension Office, in addition to local health care providers. Special activities such as Jump Rope for Heart, Hoops for Heart and a Diabetes Walk are incorporated into the P.E. curriculum. A minimum of two school concerts are held each year through the vocal music program. The Primary School often has guest speakers and college partnerships that enhance the curriculum.

2. Reading/English:

The English/Language Arts program at Carlinville Primary School is based on developmentally appropriate practices and effective reading instruction recommended by the National Reading Panel . Phonics, fluency, phonemic awareness, vocabulary and comprehension are the five reading strategies that are incorporated into every Language Arts block. In Kindergarten, there is a strong focus on letter recognition, letter sound fluency, exposure to the written word, sight words, developmental spelling and writing, a centers approach and learning through literacy immersion. Michael Heggerty's *Phonemic Awareness* is an integral part of the Kindergarten program. Wordless books and easy readers are incorporated after first quarter, and by semester, many Kindergarten students are reading. In Grades 1-3, the *MacMillan/McGraw Hill* curriculum is used as the core curriculum. Heggerty is continued, in addition to guided reading, literacy centers, *Step up to Writing*, grammar and spelling instruction, word wall and word work, Marzano's vocabulary binders, journal writing and listening/speaking activities.

In all K-3 classrooms, students have access to a variety of materials, including card games, puzzles, board games, all centered on promoting literacy skills. Technology is present in every room, most specifically Eno Boards and iTouches, where teachers are able to use the Internet, applications and interactive games/activities to integrate technology into the curriculum and promote student engagement. For struggling readers, the Primary School has a long-standing volunteer program called H.E.A.R.T (Helping Everyone Achieve Reading Triumphs). It is a reading program designed to help struggling readers in first grade. The program is offered five days a week in the morning for 30 minutes. It is staffed by Blackburn Education students and community volunteers under the direction of a highly qualified paraprofessional. Research-based interventions, skills work, games and reading aloud are all incorporated into the H.E.A.R.T. program.

The Reading Lab at Blackburn College supports reading at the primary level. The district buses identified students after school on Tuesdays and Thursdays for one-on-one reading interventions until 4:00 p.m.

Carlinville Primary School has many programs to help students with disabilities and students who struggle academically. By working with our special education cooperative, Mid-State, Carlinville is able to meet the needs of students with disabilities. Occupational therapy, physical therapy, speech therapy, instructional assistance, life skills, and student accommodations are all provided within the walls of the Primary School.

All students are benchmarked three times per year with the AIMS web assessment. Based on local targets and national norms, classroom performance and teacher recommendation, students are placed in Tier 2 or 3. Specific reading interventions are planned based on students' deficit areas. Examples of these include *Lexia, Sound Partners, MacMillan/McGraw Hill Triumphs, Reading Mastery* and various strategies from the Florida Center for Reading Research. Students in Tier 2 are progress monitored monthly, and students in Tier 3 are monitored weekly. Interventions are taught by classroom teachers, intervention teachers and paraprofessionals. Data meetings are held quarterly to review student progress, move students between tiers, make changes to interventions and determine any referrals for special education evaluation.

3. Mathematics:

The *Everyday Mathematics* program is based on the philosophy that mathematics is more meaningful when presented through real-life problems. Students learn by using multiple tools, such as technology, games, and manipulatives. The program teaches multiple approaches to solving problems and stresses there is no one correct way to arrive at a correct solution. High expectations are set for student achievement. We believe students retain mathematics processes not through rote memorization of steps and math facts, but through metacognition. Conceptual, higher-order thinking is promoted through EDM. Math is not taught with worksheets and drills.

Content goals are set through local exit skills, alignment to the Illinois Learning Standards and the EDM curriculum. At every grade level, major strands include number and numeration, operations and computation, data and chance, measurement and reference frames, geometry and patterns/functions/algebra. Concepts spiral with mastery expected at specific grade levels. Students demonstrate knowledge and application of mathematics through problem solving, group interaction, writing about math processes, games, and written assessments.

The supplemental resource *Mastering Math Facts* is used in grades 1-3 to reinforce quick recall of math facts. Various math software programs are on the network for students to use during centers or guided math time. Interactive games and web sites are also used with the Eno Boards and iTouches.

Only a small percentage of students perform below grade level in the area of math. Most often, these are students who have moved in from other districts or students with Individualized Education Plans. The same tiered system is in place for math, but on a smaller scale. Regular education students are benchmarked through the AIMS web assessment. Those results, along with classroom performance and teacher recommendation result in Tier 2 or Tier 3 placement. The EDM intervention *Pin Point Math* and supplemental games and skills work done in small groups are in place to help students struggling with math concepts. Math interventions are taught in the regular classroom or by a highly qualified paraprofessional.

4. Additional Curriculum Area:

In 2008, Carlinville Primary School received a grant to assemble a team and develop a 3-year plan for implementation of a program aligned to the Illinois Social-Emotional Learning standards. With changing demographics in the school and an increase in student behavioral and emotional issues, we saw the grant as an opportunity to address an area in our school that was negatively impacting learning.

The Illinois Social-Emotional learning standards are:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The grant included coaching support from the sponsoring Regional Office of Education. Throughout the three-year grant cycle, our team surveyed parents, students and staff to guide our planning. We reviewed multiple curricula to determine a program that would best meet our needs. Family events, newsletters and classroom activities began to focus on character building and developing a school- family atmosphere.

The *Conscious Discipline* program written by Dr. Becky Bailey was chosen as the program and philosophy to implement at Carlinville Primary. The program integrates classroom management with social-emotional learning. Consciously responding to daily conflict transforms difficult moments into opportunities for teaching critical life skills to children. Conscious Discipline is evidence-based, and was named as a national model for character education by the Florida State Legislature. The seven skills taught in the program based on Dr. Bailey's book, *Conscious Discipline*, are Composure, Encouragement,

Assertiveness, Choices, Empathy, Positive Intent and Consequences. The life and communication skills focused on through *Conscious Discipline* include anger management, delay of gratification, impulse control, seeing the best in others, setting goals, cooperation, problem solving and learning from your mistakes. Kindness, caring and helpfulness are taught as alternatives to hurtful words and actions. Students learn to identify when they are experiencing upset and how to manage it through techniques such as deep breathing, using an assertive voice or looking at the problem with a different perspective. Music and movement are used to increase blood flow to the brain and engage the frontal lobe for optimal attention and learning.

All staff members at the Primary School have been trained by a Loving Guidance associate on the *Conscious Discipline* program. A two-year book study of *Conscious Discipline* by Dr. Becky Bailey is in progress, facilitated by our Elementary Counselor. The climate in our school has improved since Social-Emotional Learning became a higher priority. Students cannot learn if their brains are in a state of upset. We believe teaching the whole child involves building positive relationships with each child, encouraging a family atmosphere in classrooms and providing a safe learning environment free from bullying.

5. Instructional Methods:

Carlinville Primary School teachers differentiate instruction in a variety of ways. Differentiation strategies and materials are embedded into the core curriculum of *MacMillan/McGraw-Hill* through leveled readers, extension activities and re-teaching skills lessons. Guided Reading is a core instructional strategy that allows reading to be taught at the instructional level while literacy center activities occur simultaneously in the classroom. These centers are designed to provide multiple leveled activities that are prepared for individuals or small groups to work on independently. Also during literacy center activities, differentiation is achieved through providing a variety of learning modalities, such as listening to stories on audio, interacting with print in game formats on the Eno Board through websites and iTouch applications, self-selected reading and completing written tasks.

The *Everyday Math* curriculum is also designed to be differentiated, including re-teaching and challenge lessons within each unit. Similar to Reading/Language Arts, math is often taught in centers, allowing the teacher to work with small groups at their instructional level while a variety of independent activities, games and written work are prepared for students based on their ability levels. Again, this includes use of the Eno Board with math websites and iTouch applications.

Primary School teachers differentiate by utilizing human resources, including parent volunteers, Blackburn College observers and work program students and paraprofessionals. Every effort is made to instruct students in small groups where more individualized attention can be given.

Also within the classroom, modifications are made to assignments and reading material. Some students dictate instead of write or have tests read to them. Reference tools are allowed for struggling students, particularly in math. Modifications to both instruction and classroom work are part of the routine in every classroom, as all groups have a wide range of abilities, including IEP students with various disability designations, gifted students, Tier 2 and 3 struggling learners and those with average ability. The RtI process addresses differentiation also, as interventions are provided both inside and outside the classroom, based on skill deficits.

In addition, the Elementary Counselor works with individual students to improve attendance, attitude toward school and to build positive relationships. An after-school program is in place for students who need additional academic support and/or have attendance concerns. Part of the Social-Emotional focus at our school includes family events scheduled three times per year. While these are not direct instructional strategies, we strongly believe that relationship-building and parent involvement, particularly for at-risk students and families, are directly related to academic success.

Transition activities are established in the district to familiarize students with their next step in school. Preview events, school visits, parent education sessions and teacher-to-teacher conferences ease stress on

families and children as they move between grade levels, allow teachers to learn about individual students and improves communication about best meeting the needs of all learners.

A gifted program is funded by the Carlinville Public Schools foundation, providing enhanced instruction and activities for 60 minutes per week for identified students, as well as after-school events monthly and participation in a Learning Olympiad.

Students are taken on field trips twice per year to increase their exposure outside of our small community and build background knowledge. While many children in our school do have opportunities for travel with their family, unfortunately many do not. Trips include the St. Louis Zoo, Science Center and Magic House, Springfield's Sangamon Auditorium for fine arts experiences, local trips to our State Park (Beaver Dam), public library, fire station, Movie Theater, post office, etc.

6. Professional Development:

Carlinville CUSD#1 schedules school improvement days throughout the year to study and implement instructional strategies. Curriculum alignment and mapping is also done during these days. The district encourages professional growth by providing professional development that supports research-based instruction and innovations, as well as by providing two days yearly for staff to attend outside conferences. Input is gathered from teachers annually through a needs assessment and professional days are planned according to school improvement goals, student data and teacher input.

During 2008-2009, Primary School teachers participated in a district-wide book study on Robert Marzano's *Classroom Instruction that Works*. The book study was also incorporated into the evaluation process. During 2009-2010 and 2010-2011, K-5 teachers have participated in a comprehensive book study of *Conscious Discipline*.

An additional support provided for the implementation of research-based strategies, innovations and activities is the district's participation in the Staff Development Association organized by the ROE#40. This association allows the district staff to attend offerings free of change. The association also allows nationally recognized individuals to come into the area and provide training for various instructional areas.

Teachers new to the district or to the profession are mentored. The mentoring program is a two-year state-approved program which incorporates expectations, articulation of curriculum and additional professional development opportunities. Mentors are trained through a research-based process created for 21st century educators. Part of the process also provides new teachers with specific training for innovative and research-based curriculum that may not be familiar to new staff members.

The district has worked to ensure that teachers have opportunities to meet as grade level and departmental teams. The commitment to teaming helps teachers align curriculum and support each other. The elementary buildings have established team time into their schedule which shows the district's support of staff. Teams such as the Transition Team and the RtI Team at the elementary level regularly meet to discuss curriculum and strategies PreK-5, and to monitor the use of best practice. Other events include faculty meetings at each building. Teachers are encouraged to add to the agenda and often share professional development experiences at the meetings.

Fortunately, the size of the district allows all staff to be on one or more committees. These committees help develop school improvement plans, monitor district goals and objectives, recommend textbooks, and provide information for professional inservice activities. The committees also help to promote research-based instruction and collaboration from PreK through twelfth grade. The level of teacher and staff involvement works to foster a strong and positive climate for learning throughout the district.

Carlinville CUSD#1 is proud of the instructional technology available and the amount of support all staff is given. The technology department is driven by a district/community technology plan that is updated

every three years, aligned to the district improvement plan and approved by the State of Illinois. The technology department periodically requests input from staff, student and parents through NextStep surveys. These surveys, along with the plan, are designed to assess needs and implement a plan to support all groups. The technology department provides after-school training and in-services on software being used and/or recently purchased, website creation, updated programs and basic computer use. The Primary School teachers have received a significant amount of training as part of the SRTT and EETT federal grants received by the district. Much of the training was completed during the summer of 2010 with an infusion of equipment during 2010-2011.

Carlinville CUSD#1 also participates in a student and teacher exchange program with The Federation of the Arts School System in Dover, England. Initially open to only students and faculty at the high school level, the program extended to include elementary staff in 2009. Participants hosted teachers here in Carlinville, then traveled to England to attend a week of school visits.

7. School Leadership:

At Carlinville Primary School, the principal serves multiple management and leadership roles. Every area of the school program is the ultimate responsibility of the principal. Because the principal has been in the school for several years, she has a solid understanding of the history and people who are part of the educational process, as well as the students and families served. The leadership philosophy is centered on shared decision making, gathering staff input when addressing problems, and open, safe communication. Committees are active in the school, and the principal is supportive of programs and activities brought forth through committee recommendations. In fact, the principal serves on all of the committees and actively participates in open dialogue. The principal works to create conditions that allow for success, which may be in the form of physical or human resources, materials, space, time or professional development. Instructional time is protected as much as possible through thoughtful scheduling.

Teachers are empowered to try innovative strategies without risk of negative evaluative comments. There is an expectation that the district curriculum will be followed with allowance for autonomy in delivery of instruction and techniques. The principal encourages challenging the status quo, and she does so herself by continually seeking grants, new programs, more creative scheduling and reading current educational research that can be applied to Carlinville Primary School.

There is a strong message in the school that all employees work in some capacity for the benefit of students, whether you are a teacher, a custodian, cook or secretary. All employees are valued for their contributions. There are high expectations for professionalism and a collaborative spirit among colleagues, just as there are high expectations for student academic achievement and behavior.

Part of the principal's role in managing people involves being an active listener. There are positive relationships established among staff members and the principal that have been created over time through trust, follow-through, empathy, support and consistency. There are times when decisions must be made that some employees do not like. The principal has established a rapport that allows for agreeing to disagree, but in the end, decisions stand and employees move forward. A grievance has not been filed in the school during the tenure of the current principal.

District-wide, the administrative team is a collaborative and cohesive group. Administrators embrace instructional leadership roles at the building and district level. They are all members of the Illinois Principals' Association, AdvancEd QAR/SAR, Association for Supervision and Curriculum Development, and the National Association of Elementary and Secondary School Principals. Each principal serves as a committee chairperson for the District Improvement Team. From this position, they help shape the policies and procedures for the district. In addition to their involvement with the District Improvement Team, each principal is also very involved with the budgeting process and the development of the district's five-year capital improvement plan. The principals work closely with the superintendent and each other to make decisions that improve the district as a whole. Schools do not operate in isolation in C.U.S.D. #1, which is evidenced by our District Accreditation Status awarded by AdvancED.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard	98	99	98	99	99
Exceeds Standard	67	65	58	66	60
Number of students tested	113	88	117	100	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	0	0	1
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard	96	97	96	98	100
Exceeds Standard	51	41	46	52	34
Number of students tested	47	29	53	44	38
2. African American Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard	96	100	100	96	94
Exceeds Standard	61	39	47	44	38
Number of students tested	28	18	18	23	16
5. English Language Learner Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
6.					
Meets Standard					
Exceeds Standard					
Number of students tested					
NOTES:					

11IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards	98	96	92	95	94
Exceeds Standards	48	41	36	40	41
Number of students tested	114	88	117	101	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	0	0	1
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards	96	93	85	91	92
Exceeds Standards	25	28	24	27	18
Number of students tested	48	29	53	44	38
2. African American Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
4. Special Education Students					
Meets Standards	97	95	90	91	81
Exceeds Standards	31	17	21	26	6
Number of students tested	29	18	18	23	16
5. English Language Learner Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
6.					
Meets Standards					
Exceeds Standards					
Number of students tested					
NOTES:					

11IL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard	98	99	98	99	99
Exceeds Standard	67	65	58	66	60
Number of students tested	113	88	117	100	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	0	0	1
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard	96	97	96	98	100
Exceeds Standard	51	41	46	52	34
Number of students tested	47	29	53	44	38
2. African American Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard	96	100	100	96	94
Exceeds Standard	61	39	47	44	38
Number of students tested	28	18	18	23	16
5. English Language Learner Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
6.					
Meets Standard					
Exceeds Standard					
Number of students tested					
NOTES:					

11IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard	98	96	92	95	94
Exceeds Standard	48	41	36	40	41
Number of students tested	114	88	117	101	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	0	0	1
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Exceeds Standard					
Number of students tested					
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Meets Standard	97	95	90	91	81
Exceeds Standard	31	17	21	26	6
Number of students tested	29	18	18	23	16
5. English Language Learner Students					
Meets Standard					
Exceeds Standard					
Number of students tested					
6.					
Meets Standard					
Exceeds Standard					
Number of students tested					
NOTES:					

11IL11