

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 1335 Waukegan Rd. (If address is P.O. Box, also include street address)

Glenview Illinois 60025-3021 City State Zip Code+4 (9 digits total)

Tel. ( 847 ) 998-5045 Fax ( 847 ) 998-9701

Website/URL lywww.ncook.k12.il.us Email work@ncook.k12.il.us

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.

(Principal's Signature) Date

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

Name of Superintendent Dr. Dorothy Weber (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Glenview Community Consolidated Schools District 34 Tel. ( 847 ) 998-5000

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.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Beth Primer

(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.

(School Board President's/Chairperson's Signature) Date

## PART II – DEMOGRAPHIC DATA

### DISTRICT

1. Number of schools in the district:        6   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
    \_\_\_\_\_ High schools  
      7   TOTAL

2. District Per Pupil Expenditure:      \$5,375  
     Average State Per Pupil Expenditure:      \$4,667

### SCHOOL (To be completed by all schools)

1. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

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

  8   If fewer than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	61	62	<b>123</b>	<b>7</b>			
<b>1</b>	70	60	<b>130</b>	<b>8</b>			
<b>2</b>	74	84	<b>158</b>	<b>9</b>			
<b>3</b>	57	72	<b>129</b>	<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>540</b>

6. Racial/ethnic composition of the students in the school:
- |      |                                  |
|------|----------------------------------|
| 81.9 | % White                          |
| 0.5  | % Black or African American      |
| 13.7 | % Hispanic or Latino             |
| 3.9  | % Asian/Pacific Islander         |
| 0    | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 4.26 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	587
(5)	Subtotal in row (3) divided by total in row (4)	0.0425
(6)	Amount in row (5) multiplied by 100	4.26

8. Limited English Proficient students in the school: 14%  
82 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages: Arabic, Japanese, Hungarian, Korean, Mandarin, Polish, Russian, and Spanish

9. Students eligible for free/reduced-priced meals: 12.3 %

70 Total Number Students Who Qualify

10. Students receiving special education services:  $\frac{18.7}{107}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>85</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>.5</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialists	<u>14</u>	<u>6</u>
Paraprofessionals	<u>14</u>	<u>7</u>
Support staff	<u>3</u>	<u>      </u>
Total number	<u>53</u>	<u>17.5</u>

12. Student-“classroom teacher” ratio: 23.4

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000
Daily student attendance	95.8	95.6	95.2
Daily teacher attendance	92.2	92.1	93.1
Teacher turnover rate	13.1	16.0	14.7

## **PART III - SUMMARY**

Lyon Elementary School, Glenview Illinois, is a dynamic, child-centered learning community educating children in pre-kindergarten through third grade. A dedicated staff provides a quality educational program suited to meet the needs of each individual child in a supportive environment. Our belief is all children can achieve success if given the opportunities, materials, and support. Following the directive of our District's motto, "Every Child A Winner," our mission is to enable students to appreciate themselves and others as responsible, independent, and collaborative learners within an academic environment that is both challenging and nurturing. All socioeconomic levels of our diverse school population receive academic support tailored to their needs. Specific goals and objectives, as well as a variety of activities and projects throughout the year, enable all our children to achieve academic success. Ensuring that "No Child Is Left Behind," strategies to reach every Lyon School child include:

- An Illinois state funded early intervention kindergarten program, a model for other primary schools in our District, for those children identified as being at-risk before formally entering school
- A District funded, research based, extended day Kindergarten program for at-risk students
- A school reading support program providing early intervention support for emerging readers
- An enrichment program in reading and mathematics designed to meet the needs of our upper quartile of students
- An after school tutoring program with high school volunteers (Lyon Learning Club) to provide assistance with homework for at-risk students
- Parent and family educational programs focusing on reading and mathematics (Literacy Night, Family Math Night, Family Technology Night, Family Reading Night)
- A variety of heterogeneous classroom groupings (multi-age, looping, and traditional one grade/one teacher) to provide children with a setting conducive to their individual learning styles
- An active PTA that provides volunteers for classrooms as well as funding for special projects and materials benefiting all children and supporting academic programs
- Collaborative efforts with the Glenview community including programs such as Junior Achievement, Fire/Police Safety, and Public Library Programs support life skills and academic achievement

Our staff is committed to keeping current with the latest evidence based teaching methods to meet the diverse needs of children. Among the ways staff accomplishes this goal include:

- Professional growth:
  - 73% of certified staff have a Masters Degree
  - 2 staff certified as Reading Specialists
  - Additionally: a Doctoral Candidate; a recipient of the Kohl-McCormick Early Childhood Teaching Award; a National Teaching Certification Candidate; and a published author in the field of teaching science/mathematics
- Professional staff development devoted to supporting and improving student performance on state assessments such as our year-long study of Patricia Cunningham's *Four Blocks of Literacy*
- Participation on various District committees, including reading and mathematics, to ensure curriculum decisions are based on current research, theory, and best practice

## **Part IV –INDICATORS OF ACADEMIC SUCCESS**

### **1**

The **State Criterion Reference Test** that is given to all third graders at Lyon School in the areas of Reading and Mathematics is the *Illinois Standards Achievement Test* (ISAT). The test is published annually by NCS Pearson / Illinois State Board of Education. The Performance Level Descriptors reported on the ISAT results in the tables indicate the percentage of students in the preceding two categories: *Exceeds Standard* - Students' work is outstanding and shows comprehensive knowledge and skills in the learning areas. Students can consistently use their knowledge and skills to solve problems and evaluate the results; and *Meets Standards* - Students' work shows that they have the knowledge and skills in the learning area. Students can consistently use and apply their knowledge and skills to solve problems.

Students who are excluded from the ISAT test are those who are identified as English as Second Language Students with less than three years in the language program. These students are given the Illinois Measure of Annual Growth in English (IMAGE) which measures the progress of students who are Limited English Proficient (LEP) in attaining the English-language reading and writing skills needed to achieve the Illinois Learning Standards. The tests are administered annually in reading, writing, and mathematics to LEP students in a state-approved bilingual education program. This group represents a total of 22 students out of our 139 third graders or 16%.

The ISAT assessment data for Lyon School over the past three years shows consistent and continuous increases in the performance of our students in both Mathematics and Reading. The results of the ISAT Reading test indicate the percentage of students in the Meets/Exceeds category has increased by 7% (88% of 118 third graders tested) and the percentage of students in the Exceeds category has increased by 15% (46% of those tested) over the past three years. Likewise, on the ISAT Mathematics test we have seen growth in the Meets/Exceeds category of 4% (97% of the 117 third graders tested) and an increase in the Exceeds category of 18% (62% of those tested).

When looking at the **subgroup** information of the ISAT for our student population for those categorized as **Special Education** we find very similar growth trends. Data show that on the ISAT Reading test growth was shown in the Meets/Exceeds categories of 50% over the past three years, while the increase in the Exceeds category was 35%. The data for the ISAT Mathematics test show three-year growth of 25% in the Meets/Exceeds category, while growth of 63% was shown in the Exceeds category.

Data for those students who would qualify for the Free/Reduced program has not been reported to us with the results of the ISAT. This information has been unavailable from the state until this past year and was unfortunately not coded for that particular subgroup.

While the majority of our ESL students take the IMAGE test instead of the ISAT, those who do participate in ISAT score well in comparison with their third-grade peers. The data for our Hispanic population for 2002 in mathematics indicate 80% score in the Meets category, while 40% score in the Meets category in the Reading portion of ISAT.

Lyon School outpaces the state average on both the mathematics and reading tests by more than 23% in the Meets/Exceeds categories.

Finally, the information disaggregated in both the Reading and Mathematics areas of ISAT indicates we have had consistent and steady upward growth of our third grade students over the past three years. This directly aligns with our goal to ensure every child is learning.

#### **Part IV - #2**

We believe improving teaching and student learning is the primary reason for assessing student performance. The disaggregation of data from the ISAT identifies targeted areas of instructional strengths and weaknesses. The targeted areas for improvement provide a focus for professional development and adjustments are made in the instructional program to fit the diverse academic needs of specific groups of students. Additionally, we use a range of formal and informal assessment strategies to shape instructional decisions, monitor student progress, encourage student self-assessment, and gather information to report to various audiences. This information helps children and parents understand and celebrate student achievement. We use assessment data to understand and improve student and school performance by:

- Tracking the performance levels of our special needs and low socioeconomic students to measure their progress in comparison with the general student population
- Making instructional modifications in the curriculum delivery for individuals and small groups
- Differentiating instruction to create flexible grouping of students for specific skills or interests
- Involving specialized support staff to meet children's needs (small group and one-on-one instruction)
- Aligning the curriculum more closely in meeting State standards

#### **Part IV - #3**

We regularly communicate student performance, including assessment data, to parents, students, and the community. We are committed to being accountable for our practice as we work together to promote public understanding of the objectives and achievements of our school. In addition, we provide a rationale for our major goals, experiences, and teaching methods. We use a number of methods to communicate student performance, including:

- Student report cards/progress reports sent home 3 times per year
- A report to parents providing their child's individual results on the state assessments.
- Regularly scheduled parent/teacher conferences to discuss student progress, share samples of children's work, and establish goals for each child (100% of parents attend at least one conference per year)
- Student constructed portfolios
- The School Report Card, which provides information to parents and the community about student achievement on State assessments as well as school and district comparisons, sent to every parent and posted on the school and District website
- Presentations at Local School Council meetings, Board of Education meetings, and PTA meetings to share student achievement results and goals for future improvement
- SCHOOLORK, a quarterly District newsletter sent to every home in our community conveying student achievement results

#### **Part IV - #4**

In the event Lyon School wins this prestigious award, we would take the initiative to share our success with other educators. The teachers at Lyon School are committed to work as leaders and collaborators in the professional community to improve programs and practices for children and their families. Important elements in our action plan to implement this initiative would include:

- An invitation to educators at other primary schools to observe our classrooms and programs in action. Part of the visit would include discussions and workshops led by Lyon School staff focusing on the impact our programs have had on the successful academic achievement of our students.
- Information on our website highlighting the Blue Ribbon Award with specific program details to allow other schools to model our successes.

- The development of a Blue Ribbon/No Child Left Behind presentation. Representative teams from our school would apply to be presenters at local, state and national conferences (Illinois Reading Association, International Reading Association, National Council of Teachers of Mathematics) highlighting the excellent reading and mathematics programs of Lyon School as well as the successful intervention strategies used to ensure no child is left behind.



## **PART V – CURRICULUM AND INSTRUCTION**

### **Part V – #1**

Our curriculum engages children in significant content based on State Learning Standards that form the foundation for our integrated curriculum. Using these standards, current research, and best practice, we have developed programs and materials to support an environment encouraging each child to achieve high expectations and find success in learning. This approach enables every child to make connections between subject matter and real world applications. Our curriculum provides multiple opportunities to develop oral and written language skills, as well as critical thinking skills. The following methods demonstrate how we accomplish this:

#### **Significant content and high standards**

- The teaching of basic skills in all curricular areas is combined with research and problem solving skills (for example, first graders acquire research skills through inquiry learning experiences such as "Why is our garden not growing?").
- A strong literacy curriculum integrating reading, writing, speaking, and listening forms the foundation for all curricular areas.
- Conceptual development spirals and increases in difficulty as students progress through the grade levels in mathematics using the University of Chicago School Mathematics Project.
- Homework as an expectation that develops an explicit connection between school and home to reinforce and expand children's learning. Current research on homework emphasizes its utility in keeping parents involved in their child's learning.
- Planned enrichment experiences such as field trips, cultural arts programs, author visits, an outdoor science center, and an art enrichment program build background knowledge and engage the diverse interests of all children.
- Student choice (centers, book clubs, self-selected reading) and inquiry-based learning experiences (student selected research projects, student created Power Point presentations) support each child's individual learning style.
- High quality resources, (literature, textbooks, and technology), selected by staff, support the varied interests and abilities of children and enable students to reach their learning potential
- A variety of assessments including state-assessments, district-wide achievement tests, diagnostic reading evaluations, and portfolios help inform instruction and evaluate the needs of individual children.

#### **Meeting the needs of all children**

- Early intervention Pre-Kindergarten targets at-risk children ages three through five in our school community. The program focuses on developing school readiness and social skills, oral language acquisition, and the fundamental knowledge needed for optimal reading development. Parent involvement is a necessary component in program success.
- Extended Day Kindergarten, a full-day program, incorporates children who attended the Pre-Kindergarten along with other students identified as at-risk. Children in the Extended Day Kindergarten attend morning kindergarten with children not at-risk. In the afternoon, these at-risk children engage in activities that further develop their literacy skills. Again, parent involvement is a key to achievement.

### **Part V - #2**

Our literature based reading program promotes high standards of achievement with children who have diverse instructional needs and interests. We chose Houghton Mifflin's Invitation to Literacy based upon the scientifically researched practices delineated in the National Reading Panel Report to ensure every child learns to read. Instructional practices that help us reach our goal of each child becoming a successful reader and life-long learner include:

- Explicit instruction in the following areas: phonemic awareness, letter recognition, sound/symbol association, phonics, word identification, fluency, vocabulary, and comprehension
- High quality literature from a variety of genres and authors, on a wide range of topics, and at increasing levels of difficulty are read by all children
- Fluency and comprehension are developed through multiple opportunities to practice both oral and silent reading using appropriately leveled materials
- Engaging all children in active comprehension work through discussions, question and answering, story mapping, predicting, visualizing, making text connections, and vocabulary work
- Students develop their skills to become strategic readers through language rich environments created to emphasize the graphophonic, syntactic, and semantic cueing systems
- A reading support program providing one-on-one and small group instruction for at-risk readers
- An enrichment program to challenge and provide extensions for children reading above grade level

### **Part V - #3**

Our research-based mathematics curriculum supports our mission to enable all children to become problem solvers, to communicate and reason mathematically, to value mathematics, and to foster confidence in one's own ability in applying mathematics to the real world. Our mathematics curriculum has a spiraling structure where mastery of concepts and skills are achieved over time. Instructional strategies include:

- Real life problem solving occurring within the context of developing mathematical skills.
- Connections made to other curricular areas develop skills needed to achieve overall academic success.
- Multiple opportunities for basic skills practice and to explain and discuss their mathematical thinking
- Small group and partner activities to encourage children to communicate and collaborate with other learners. Sharing ideas through discussions reinforces learning and promotes reflective listening skills and cooperation.
- Open-ended, hands-on explorations to create an investigative, challenging mathematical environment.
- Formal and informal assessments as benchmarks for reviewing individual student progress and guide differentiated instruction.
- A Home/School Connection provides opportunities for families to participate in their child's mathematical learning.

### **Part V - #4**

The State Learning Standards form the foundation for our instructional program to improve student learning. By aligning our curricula with these standards, we maintain high expectations for our children's learning and academic success. Within this framework, we use many research-based methods to help all children learn, including:

- Problem-based learning experiences help children connect and apply concepts to the real world. Initially, this active and engaging approach is largely teacher led but as children become more able problem solvers, they pose their own questions and solve problems independently using inquiry learning.

- Cooperative learning experiences incorporated into virtually all curricula to promote learning and build strong social skills.
- Direct instruction helps children build background knowledge and develops the necessary skills they need to become independent learners.
- The use of manipulatives, modeling, guided practice, think alouds, reflection, and timely feedback
- A variety of flexibly structured groupings are used to provide appropriate, differentiated instruction. Examples include: targeted small group, specific skills instruction and one-to-one assistance
- An integrated system of support services links classroom and specialized staff in designing instruction for children with Individualized Education Plans. This extends to the inclusion of low-incident, multiple needs children within a regular classroom setting.

### **Part V - #5**

The goal of our Professional Development Program is to improve student achievement. Using assessment data, a School Improvement Plan is created that identifies areas for professional development and guides instructional practices. Through a sustained effort, rather than a one-time in-service, staff develop and practice strategies to differentiate instruction.

Professional development occurs through staff collaboration and team work focused on refining, developing and reflecting upon instructional strategies. Through our Professional Development Program, teachers are able to improve student achievement by:

- Providing engaged learning activities which motivate all children to become independent learners and achieve academic success
- Developing a plan for integrating technology into each curricular area to enable all children to use research, problem solving, and communication skills
- Working in collaborative teams (grade level, cross-grade, cross disciplinary) resulting in the sharing of ideas and strategies and the development of a common language to meet the needs of all children
- Gaining knowledge about best practice and research from expert educational consultants and professional literature
- Creating a parent education component as part of the professional development activities to build parent understanding of school initiatives

**Part IV - #1**

**STATE CRITERION-REFERENCED TESTS**

Illinois Standards Achievement Test (ISAT)

Results for Grade 3 – Lyon School

Reading

	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
<b>School Scores</b>			
Total			
At or above Meets	88%	86%	81%
At Exceeds	46%	38%	31%
Number of students tested	118	117	117
Percent of total students tested	83%	82%	85%
Number of students excluded	25	25	20
Percent of students excluded	17%	18%	15%
<b>Subgroup Scores</b>			
Special Ed			
At or above Meets	76%	50%	25%
At Exceeds	35%	0%	0%
Not Special Ed			
At or above Meets	91%	90%	82%
At Exceeds	48%	42%	32%
Free/reduced			
At or above Meets	**	**	**
At Exceeds	**	**	**
Not Free/reduced			
At or above Meets	89%	87%	**
At Exceeds	47%	39%	**
White			
At or above Meets	92%	87%	**
At Exceeds	48%	41%	**
African American			
At or above Meets	**	**	**
At Exceeds	**	**	**
Hispanic			
At or above Meets	40%	**	**
At Exceeds	0%	**	**
Asian/pacific Islander			
At or above Meets	**	**	**
At Exceeds	**	**	**
<b>State Scores</b>			
At or above Meets	63%	62%	62%
At Exceeds	19%	19%	21%

\*\* - Insufficient data from State

**Part IV - #1**

**STATE CRITERION-REFERENCED TESTS**

Illinois Standards Achievement Test (ISAT)

Results for Grade 3 – Lyon School

Mathematics

	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
<b>School Scores</b>			
Total			
At or above Meets	97%	94%	93%
At Exceeds	62%	58%	44%
Number of students tested	117	118	121
Percent of total students tested	82%	83%	88%
Number of students excluded	26	24	16
Percent of students excluded	18%	17%	12%
<b>Subgroup Scores</b>			
Special Ed			
At or above Meets	100%	75%	75%
At Exceeds	63%	17%	0%
Not Special Ed			
At or above Meets	97%	95%	94%
At Exceeds	62%	62%	47%
Free/reduced			
At or above Meets	**	**	**
At Exceeds	**	**	**
Not Free/reduced			
At or above Meets	98%	96%	**
At Exceeds	64%	60%	**
White			
At or above Meets	98%	94%	**
At Exceeds	66%	58%	**
African American			
At or above Meets	**	**	**
At Exceeds	**	**	**
Hispanic			
At or above Meets	80%	**	**
At Exceeds	0%	**	**
Asian/pacific Islander			
At or above Meets	**	**	**
At Exceeds	**	**	**
<b>State Scores</b>			
At or above Meets	74%	74%	69%
At Exceeds	30%	28%	23%

\*\* - Insufficient data from State