

PART I - ELIGIBILITY CERTIFICATION

12IL9

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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 5 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
0 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 12955

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 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	0	0	0		7	0	0	0
1	52	45	97		8	0	0	0
2	50	53	103		9	0	0	0
3	44	65	109		10	0	0	0
4	58	57	115		11	0	0	0
5	57	40	97		12	0	0	0
Total in Applying School:								521

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
18 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
3 % 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 2010-2011 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2010	521
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 7%
 Total number of ELL students in the school: 37
 Number of non-English languages represented: 22
 Specify non-English languages:

Arabic, Bagheli, Bengali, Bulgarian, Cantonese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Lituianian, Malayalam, Mandarin, Norwegian, Polish, Russian, Spanish, Telugu, Urdu

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 5

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: 9%
 Total number of students served: 46

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>10</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>61</u>	<u>10</u>

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 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	89%	90%	91%	91%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Kildeer Countryside Elementary School is a positive and dynamic place where student learning is our top priority. Kildeer Elementary School is one of seven schools in Kildeer Countryside School District 96 in Buffalo Grove, Illinois. The district includes one early childhood/kindergarten center, four elementary schools, and two middle schools and serves residents from Buffalo Grove, Long Grove, and Kildeer–northwest suburbs of Chicago. Our students come from middle- and upper-middle-income families in single-family households of business and professional people representing a wide diversity of cultural heritages and family backgrounds.

The faculty is experienced and challenges students daily to excel. Collaboration between parents, school, and the District 96 administration contributes to making Kildeer a world-class school. Our students demonstrate high levels of achievement in all academic areas and are exposed to and accepting of different cultures and ways of thinking. They are reminded daily to show respect for themselves, others, and the Kildeer community itself. This fosters a level of excellence that has been honored through numerous awards, including Kildeer Countryside’s recognition as a top 50 elementary school in Illinois and the fifth best elementary school in Lake County. In addition, our physical education team received the Illinois Blue Ribbon Award for excellence in physical education programming. Likewise, the state of Illinois recognized Kildeer with its Academic Excellence Award in 2006, 2007, 2008, 2009 and 2010 for outstanding performance on the Illinois state learning standards. Further, a very noteworthy accomplishment of Kildeer students was the national publication of their book– *A Day on The Prairie*–written and illustrated by Kildeer students and selected as the national non-fiction winner in the Scholastic *Kids Are Authors* writing contest.

While proud of the aforementioned accomplishments, the entire Kildeer community is dedicated to continuous improvement. The Kildeer School improvement process includes a Leadership Team comprising teachers representing each grade level. The team meets throughout the year to develop and implement our School Improvement Plan and to create team-level goals that align to building and district goals. This plan has team members reflecting on state and local assessment results, school and district goals, and a variety of other issues relevant to Kildeer School. The School Improvement Plan focuses on using ongoing assessment to impact student learning positively in all content areas and, more specifically, to provide continued success in the areas of literacy and mathematics.

Our mission is to ensure that every child achieves his or her maximum potential. Our values support our mission: model *for* others what we expect *from* others; every child, every school, every day; best practice, not first practice; learning has no boundaries; and celebrate success. These values are proclaimed on banners and posters in classrooms throughout our school and serve to remind staff members and students of what we expect everyone in our schools to experience each and every day. An extremely rigorous curriculum administered by a very caring and supportive staff assures that Kildeer’s mission is considered every day.

Our daily academic program includes reading and language arts, math, science, social studies, physical education, music, art, library, and technology. This program provides Kildeer students in grades 1-5 well-rounded learning opportunities. In addition, we have numerous before- and after-school activities that range from book and writing clubs to sporting activities and tutoring opportunities.

Kildeer teachers are organized into grade-level and interdisciplinary teams. These teams meet daily to discuss curricular plans and student academic needs. Regular and frequent collaboration assures a successful implementation of our curriculum and also enables the staff to help one another. The Kildeer staff firmly believes that, with the proper instruction, effective assessment, and extra time and support, all of our students will achieve at high levels.

Kildeer Countryside School's greatest strength is its positive atmosphere, where students feel welcome, safe, and challenged to take risks and strive for excellence. The entire staff prides itself on purposefully collaborating to ensure that each student succeeds. True partnership between home, school, and the District 96 community as a whole facilitates this collaboration and serves to benefit our students every day. In particular, this school year there is a collaborative focus on alignment of our learning targets to the new Common Core Standards adopted by the state of Illinois. We are also implementing a new Standards-Based Report Card, which provides more specific feedback for students and parents with regard to what students know and are able to do.

1. Assessment Results:

A. Kildeer students achieve at high levels on all of our standard measures of achievement. The Illinois Standards Achievement Test (ISAT) is administered each March to monitor overall student achievement levels in reading, mathematics, and science.

All students in grades 3 through 5 are assessed in their reading and math knowledge and students in grade 4 are also assessed in the area of science. Reports to Kildeer provide individual scores as well as an aggregate school and district report. The ISAT reports achievement according to four performance levels: Exceeds State Standards, Meets State Standards, Below State Standards, and Academic Warning. (Additional information about these levels can be obtained at www.isbe.net/assessment.) The scores that are published regarding student achievement combine the Exceeds and Meets percentages into one overall percentage.

Our district goal is that at least 90 percent of our students will Meet or Exceed state standards. An additional goal at Kildeer School is to move an increasing percentage of students from the Meets standards category to the Exceeds standards category. The Kildeer staff uses the data to evaluate student learning and to drive instruction. The reading and math data is disaggregated into subgroup categories so faculty can identify academic concerns in the curricular framework and make modifications to address specific weaknesses. The Kildeer staff's commitment to our continuous improvement model is unwavering and the result is that, on average, 98 percent of our students meet or exceed state academic standards based on the 2011 ISAT results.

B. Throughout the past five years, our students have continued to maintain high levels of academic performance and are succeeding at extremely high levels. Our staff regularly collaborates to determine how to improve instructional strategies and techniques continuously to meet the needs of all students. Teachers monitor student progress through common formative and benchmark assessments and provide extra time and support not only for students experiencing academic difficulty but also for those demonstrating readiness for academic enrichment.

Based on the data tables, overall the Reading scores have ranged from 94 percent to 98 percent Meeting or Exceeding state standards, with 98 percent being our most recent value. During this same time period, the number of students who Exceed state standards increased from 55 percent to 66 percent. Overall, the Math scores have fluctuated between 98 percent and 99 percent of students Meeting or Exceeding state standards. The most current testing window had the highest number of students—that is, 70 percent—who were Exceeding state standards.

The Kildeer teachers, along with their colleagues district wide, worked collaboratively to develop our content standards. These were communicated to all parents and students. From these standards, pacing guides were developed for each marking period throughout the year. Likewise, benchmark assessments measuring the identified standards were created for each marking period. Also, individual teams developed shorter-cycle formative assessments to guide and inform instruction. This clarity about what we want students to know and be able to do, coupled with a detailed assessment system, has greatly impacted academic growth for our students over the previous five years in math and reading. When teachers understand the standards and the expectations for proficiency at a higher level, they are able to provide richer and more focused instruction and intervention.

While the overall scores are valued and important, our staff also analyzes the subgroup performance scores. Indeed, they noted a disparity between scores for our regular education students and those for our special education students in both reading and math. In 2010, 70 percent of students with an IEP Met or

Exceeded standards in Reading compared to 95 percent of all students Meeting or Exceeding. In response, our general education staff and the special education teachers initiated a focused effort to close this reading achievement gap. This process centered on development of a clear and strategic SMART goal to meet this need. Staff worked to ensure that rigorous expectations were in place for our special education students. Efforts for improving the academic achievement of these students also include regularly assessing student deficit areas and monitoring growth. Special education teachers monitor each student's progress weekly to determine whether the student is making gains in closing the gap in an area of need. Each special education teacher routinely discusses individual student progress at problem-solving meetings at which the trend of progress is discussed and appropriate interventions are aligned, based on that student's rate of growth. This regular communication ensures that a multi-disciplinary team of individuals continually assesses the child's rate of progress with an appropriate instructional response.

Based on the 2011 assessment data, 86 percent of the special education students Met or Exceeded standards in the area of reading. This 16 percent increase is a positive result of the collaborative effort to close the achievement gap. The focus on improvement and academic growth for all students is ongoing. In Math, a disparity has been noted in the 2011 data, with 86 percent of our special education students Meeting or Exceeding standards compared to 98 percent of all students. The Kildeer staff is continuing a focused effort on closing the achievement gap through the activities and processes listed above used for reading.

2. Using Assessment Results:

The Kildeer staff uses a continuum of academic assessments that range from formative to summative. This permits the staff to identify performance levels and respond to students' need for academic support in many ways. Results from the Illinois Standards Achievement Test (ISAT) give the Kildeer staff our "most summative" information. They allow us to identify our greatest areas of need, guide our Leadership Team when creating the school improvement goals, and assist teams in creating SMART goals.

Students at Kildeer School also participate in the Northwest Evaluation Association Measures of Academic Progress (MAP) assessments. This assessment is administered in the fall, winter, and spring for all students. The MAP provides both student growth data and immediate academic results that staff uses to assess their instructional techniques and student learning. In addition, because MAP results serve as a predictor of student performance on the spring ISAT, the staff is able to provide numerous interventions for children identified as "warning" or "watch students" at risk of failing to meet state standards.

Also administered three times per year (in the fall, winter, and spring) are Curriculum-Based Measurement (CBM) assessments, monitoring that students are obtaining adequate yearly progress. The CBMs, in combination with the MAP assessment, indicate the need for more intense Tier 2 or Tier 3 interventions. Students are placed in the RtI (Response to Intervention) Tier that best suits their needs. Strategies to support students qualifying for this level of support are discussed by the Problem-Solving Team, which tailors an appropriate response for each individual, then monitors the student's progress regularly to determine the effectiveness of the intervention. The RtI support provided to children is designed to be in addition to core instruction. A daily 30-minute intervention block is in place for delivering this support.

Kildeer teachers work collaboratively to design and implement summative quarterly benchmark assessments and common formative assessments (CFAs). The CFAs are shorter, more frequent assessments that serve to provide Kildeer teachers with continuous data to track the progress of their students. This data informs teachers about student proficiency levels on a given learning target. Teachers respond by planning appropriate instruction to meet individual learning needs. Response could include differentiating within classroom instruction, as well as additional support or extension through our daily 30-minute intervention block. In our intervention block, grade-level teams share a daily common time where focused support and enrichment planning occurs. Teachers work together to identify trends in student proficiency to deliver group and individual Tier 1 intervention. As a result of this common intervention time and collaboration, teachers and specialists flexibly combine their efforts to meet the

needs of all students. Teachers and specialists work collectively to design schedules where children can have access to target-based Tier 1 intervention as well as Tier 2 and 3 interventions.

Parents receive results shortly after the MAP assessments are administered in the fall, winter, and spring. A narrative report that includes academic data and illustrative graphs informs parents of their child's reading and math progress. Parents are urged to contact their child's teacher with any concerns or questions about the results. Likewise, the staff communicates regularly with parents to discuss students who have shown either tremendous gains or academic growth at a rate slower than expected on the continuum of learning. Parents are informed of their child's involvement in Tier 2 and 3 interventions and are invited to attend the Problem-Solving Team meetings to participate in the development of their child's academic plan. At Kildeer, staff, students, and parents collaborate as a team to improve students' academic learning. The staff recognizes that students must receive timely, easily understood, and effective feedback throughout the assessment process so that they know what—and especially *how*—to improve before the next assessment. Indeed, teachers use many strategies to include students in their own learning, such as student goal setting and the use of “I Can” statements. “I Can” statements are student-friendly descriptions of each learning target that help students to understand the goal for instruction and to monitor their own progress. Kildeer School reports student achievement each trimester with our standards-based report card. To make learning goals clear to students and parents, each learning target is reported on specifically. Kildeer staff also extend their communication with parents through mandatory fall and spring parent-teacher conferences. In addition, staff members use daily emails, phone calls, notes, and face-to-face conferences to foster effective communication and monitor student learning. The district and building results of our ISAT and MAP assessments are publicly reported at our monthly Board of Education meetings and through our district website, local newspaper, and in our School Report Card, which is made available community-wide.

3. Sharing Lessons Learned:

District 96 is widely recognized for its sharing of successful strategies with other district schools, the community, statewide, and nationally. Within the district we share strategies through teacher institute days and district job-alike and grade-level meetings that occur on early release days six times per year. These meetings connect Kildeer staff with elementary colleagues district wide to discuss curriculum, instructional practice, assessment implementation, and data.

During the 2009-10 school year, District 96 began a Sister School Exchange initiative; each of our elementary schools partnered with another elementary school outside the district to discuss ideas, successes, and opportunities for growth. Kildeer partnered with a Wisconsin elementary school to share strategies related to implementation of balanced literacy. In 2010-11, the Sister School Exchange continued with a focus on learning from each other within the district; Kildeer collaborated with another District 96 school to consider literacy and intervention practices. This internal collaboration continues currently.

Opportunities for sharing strategies with the Stevenson High School consortium elementary schools and staff occur biennially at the Consortium Institute Day. This day brings together educators from all the schools in all the districts that send students to the area high school. The program, regularly featuring District 96 presenters, is devoted to sharing successful learning strategies for K–12 students.

One way we share successful strategies with districts nationally is through monthly Professional Learning Community (PLC) visits. District 96 hosts hundreds of visitors annually and focuses on lessons learned and successful strategies related to implementation of PLC practices. Kildeer staff and leadership offer opportunities for visitors to observe teams in action and learn how Kildeer has improved academic achievement through implementation of PLC practices. These visits also allow Kildeer staff to be reflective practitioners as they discuss their successes and challenges as educators.

District 96 encourages participation in professional organizations. We have developed a strong partnership with Learning Forward (formerly the National Staff Development Council) and continue to

make high-quality professional development for every district teacher a priority. Many Kildeer teachers are directly involved in this process as members of the District Professional Learning Team, which brings teachers and administrators district wide together to learn, discuss best practices, and plan meaningful professional development.

4. Engaging Families and Communities:

Kildeer School is extremely proud of the nurturing culture that defines it and engages families and community members in helping all students succeed. All stakeholders recognize that an effective home and school connection strengthens the partnership and contributes to each student's long-term learning. Right from the start of the school year, Kildeer families have opportunities to create and reinforce that connection. They include a Meet-the-Teacher day for all students and their parents, New Family Night for students and families, and Curriculum Night for parents. Curriculum Night allows parents to meet with their child's teacher to learn about curriculum and student-support opportunities and to get answers to their specific questions. Throughout the year, opportunities for parents and community members to learn actively about the work of Kildeer staff and students are plentiful; for example, approximately six times annually the principal hosts informal parent coffees to delve into topics of parental interest. Working with the principal, parents generate topics at the start of each school year and staff members join the conversation when the topic or area of specialty suggests it. Some topics included are social-emotional learning, Balanced Literacy instruction, technology, differentiation and extension, and the transition to middle school. Parents also are frequently informed of curricular happenings and important events through weekly Principal Messages, teacher/classroom newsletters, and district-level communications. A multitude of family events in which the principal, teachers, and staff participate also are planned to build relationships between school, home, and the community: family reading nights, art showcases, grade-level musicals, fitness events, a student variety show, and a plethora of PTO events engage our students and families.

Kildeer School continually welcomes the community into the school to support learning. Regular visits from local library personnel, for example, provide students and teachers with curricular connections to enhance classroom learning. Our PTO sponsors several Cultural Art assemblies annually that give our students engaging experiences linked to our curriculum and supporting social learning. Likewise, our school gives back to the community. For example, the popular Kildeer chorus performs at multiple outside venues, giving the children the opportunity to shine and have fun. Also, students participate in events to help meet community needs, including toy, coat, and book drives. To reinforce their understanding of their important role in the community, at monthly Kildeer Cougar Pride (character education) assemblies and Board of Education meetings the children are recognized for academic, artistic, and athletic achievements, as well as service.

1. Curriculum:

Kildeer staff members have worked collaboratively with the other district elementary schools to develop Curriculum Frameworks. These Frameworks provide teachers and parents with a list of standards for each content area and grade level. These standards are the basis for all of the instruction, intervention, and enrichment provided to our students. All of the standards listed on the Frameworks are also included on the students' report cards. The Curriculum Frameworks are modified and updated annually.

In designing the Curriculum Frameworks, administrators and staff align them deliberately and specifically with the Illinois State Standards, incorporating the Common Core as well as the national standards for the specific curricular area. To help our students reach the highest of academic standards, staff regularly differentiates the curricular objectives, assesses and monitors student learning, and provides interventions for those students who need extra time and support to succeed in their learning. In addition to the Frameworks, teachers collaboratively design grade-level pacing guides outlining the learning standards for each trimester. Likewise, they align common formative and summative assessments to the standards in the pacing guides and use the assessment data to guide instruction.

The staff uses a balanced literacy approach to provide a comprehensive reading and writing instructional program. The two-hour daily literacy block requires students to apply their previous knowledge as they learn new skills. Students develop as communicators by building attentive listening and effective speaking skills. Shared reading, whole group reading, guided reading groups, reading conferences, and integration of strategies occur daily in Kildeer classrooms school wide.

The math curriculum focuses on a spiraling instructional approach that characterizes the *Everyday Math* program developed at the University of Chicago. The program incorporates deep content in the areas of numeration, computation, geometry, algebra, probability, and problem solving. Kildeer students have many opportunities to apply alternate strategies to solve equations and to use higher-level thinking skills in real-world applications. They learn about patterns and relationships in their surroundings and are challenged and encouraged consistently to work at a level higher than their grade level in order to develop as life-long mathematical thinkers.

Likewise, our hands-on science program requires students to demonstrate investigative and problem-solving strategies. Through inquiry-based activities, students learn and apply the scientific method. Students are expected to master science skills that include the ability to make inferences, draw conclusions, compare and contrast, generalize findings, create hypotheses, and implement experiments.

In social studies, Kildeer students learn about their neighborhoods, communities, state, country and world. Specifically, they develop their understanding of the physical, political, economic, and social structures and systems in the various regions of the United States. Social studies instruction also compels students to compare the past to the present with the objective of preparing them to be critical thinkers and contributing members in society.

In addition, the Kildeer curriculum includes classes in art, vocal music, physical education and health, learning center, computer technology, and band and orchestra. In art, students study various artists and create projects using the artists' styles and techniques. They also learn the basics of line, symmetry, form, shape, color, space, and texture. In vocal music, students learn to sing and perform using proper vocal techniques and creative movements. They also develop an understanding of the history of music, composers, and instruments. Our daily physical education program provides vigorous activities for our students to develop high standards of physical fitness and health. Through visits to the learning center, our students learn basic library skills and nurture an appreciation for reading and research. Technology is seen as a tool for instruction and is integrated into subject areas as often as possible. Additionally, our

fourth and fifth graders have the opportunity to participate in band or orchestra through instrument lessons.

2. Reading/English:

The Common Core standards for literacy are the basis of reading instruction. The Common Core is intentionally and coherently structured, allowing students to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely—essential to their future success.

Kildeer School's reading curriculum employs a balanced literacy approach that serves all students. Balanced literacy helps meet the needs of all students through scaffolding and a gradual release model to build skills. The staff uses whole-class shared readings to introduce skills and strategies. There is a strong focus on developing meaning of text to make logical inferences and using textual evidence when writing or speaking to support conclusions.

To meet all learners' needs, students participate in small-group guided reading in which, using appropriately leveled text, they are guided in practicing skills and strategies introduced during shared reading instruction. Students also read independently daily. During this time, staff confers with individual students to set goals and meet unique learner's needs.

All first-grade students participate in Team Read, an early intervention program. The Team Read program is in addition to the instruction provided in the regular classroom and includes two days of guided reading instruction, one day of phonics—particularly vowel sounds and blends, and a day of writing. Four staff members work with each class during the daily half-hour intervention and the team of teachers collaborates weekly to discuss instruction and student progress. The focus for this collaboration is to determine specific student's needs and strategies to best meet them through small-group instruction. The staff uses differentiated levels of text to give each child extra support in needed areas and challenge in areas in which he or she demonstrates strong understanding.

Every child's reading level is assessed using the Fountas and Pinnell benchmarking system. In addition, students' reading levels are monitored throughout the year in order to provide instruction and appropriate support continually.

A significant component of the Literacy Block is the integration of writing skills. Students learn to write and to develop their own voice while articulating, organizing, and supporting ideas in relation to what they have read. To help them assess their own work, they examine good quality writing and consider the author's voice, expression of ideas, word usage, fluency, conventions, and presentation. They apply this understanding in setting goals for building their own writing skills.

3. Mathematics:

Math instruction at Kildeer centers on the *Everyday Math* model developed by the University of Chicago and focuses on responding to the needs of all of our student learners. The staff collaborates regularly to align the math curriculum to the state standards. Through this process, our staff has developed a curricular framework that addresses the instructional needs of all students at different levels. Teachers monitor student progress through the use of pre-assessments to inform instruction. Common formative assessments monitor student growth leading to end-of-trimester district benchmark assessments. The staff evaluates all of these assessments in grade-level teams in collaboration with our math specialist after each implementation and uses the results to improve instruction in the classrooms and provide intervention and enrichment opportunities.

Each grade level provides math instruction at the same time during the day as part of their identified Math Block. During this time throughout the week, grade-level teams are provided additional staff members,

including our math specialist, extended learning specialist, or assistants to differentiate learning within and across classrooms. Based on assessment data, identified students may need some additional short-term intervention provided through a Math Lab. Students receive target-specific instruction in small groups or individually based on their needs. For students requiring additional support to fill in gaps in their learning, Math Support is provided with more time and intensity compared to Math Lab. An Extended Math program is available for students in Grades 4 and 5 who have demonstrated proficiency in our grade-level standards and would benefit from extension and enrichment. Students qualify for this program each trimester based on their current assessments.

Focused and deliberate articulation between the grade-level staff and our district math specialists has resulted in a math program that is extremely well coordinated. The extra time, review, and collaboration have reduced redundancy and increased efficiency of instruction at each grade level. This increase in efficiency is particularly evident in the areas of problem solving, measurement, and geometry, in which students have shown tremendous growth over the years.

4. Additional Curriculum Area:

Kildeer teachers provide their students with a variety of instructional methods and topics to increase their understanding and knowledge of standards in Social Studies. It has become more evident through research from Doug Reeves, Bob Marzano, and others that students need additional work with accessing Informational Text as an important and essential skill for college and career readiness. Once students are able to gain information from Informational Text, they are then provided direct instruction in strategies to share their knowledge effectively through oral and written communication. Informational text writing is seen as an effective and vital skill for overall and long-term student success.

Kildeer teachers have worked collaboratively to develop consistent standards across the district for all grades. These standards are integrated into pacing guides providing guidance for teachers to know which trimester-specific standards to address and assess. Common assessments have been developed across the district for each trimester. These assessment results are analyzed to help with planning for instructional, intervention, and enrichment opportunities.

Literacy skills are integrated into Social Studies instruction. The Common Core standards have been the basis for this. Kildeer teachers have been working actively to find additional materials at appropriate text complexity levels connected to the social studies content standards, which allow for small group work based on student needs. Indeed, differentiation for all levels of learning is made available to our students. All Kildeer students also receive timely current events information through student magazines and other publications. These encourage discussion, integration of other skills such as reading graphs and charts, and awareness of issues across our country and globe.

A focus in social studies is the development of responsible citizens of our community, nation, and world. The scope of social studies topics include Families and Traditions, Community Resources and beginning economics, history of the state and Chicago, regions of the United States, Early Explorers, and foundations of our nation.

Kildeer Countryside School's mission is to provide a positive atmosphere, where students feel welcome, safe, and challenged to take risks and strive for excellence. The entire staff prides itself on purposefully collaborating to ensure each student succeeds. True partnership between home, school, and the District 96 community as a whole facilitates this to truly benefit students each and every day.

5. Instructional Methods:

The instructional methods Kildeer staff uses are based on best practice. They are the result of our assessment process, which identifies those students who already know information and learn it quickly and those who need additional instructional support. The staff differentiates their classroom instruction

according to each student's needs, as indicated by the results of common formative assessments. By adjusting instruction, staff provides learners with the optimal instructional delivery setting—from a whole-class group to a small group to a one-on-one opportunity, as required. Our staff works diligently to match the curricular outcomes and student needs to the most appropriate instructional strategies. Kildeer teachers deliver instruction in several teaching segments during a class period to make sure students are focused and engaged in learning each segment. They use active learning strategies that involve students in instruction, discussion, and practice of lesson concepts. Teachers incorporate technology to engage and assess students. This includes using interactive white boards, iTouches and iPads, web-based learning programs, and assessment classroom clicker systems. The staff promotes teaching reading and writing across the curriculum, so our social studies and science classes also are integrated into the big picture of student learning and linked to the grade-level curriculum framework. Our staff devotes collaborative time weekly to develop and analyze common formative assessments they use to evaluate student learning. They also use team time to discuss strategies and techniques they plan to incorporate in teaching a specific lesson. For professional development, the staff has been designing lessons cooperatively, observing colleagues teaching at like grade levels, and re-teaching concepts to continue to improve student learning. Through constant review using common formative and district benchmark assessments, the staff understands how to provide time and support effectively to improve student learning. Student learning is focused on a curricular framework indicating targets that all students are expected to know and be able to do by the end of each grade level. Students whose data indicates they already know the targets or who quickly acquire the new skills receive instructional opportunities that enrich and extend learning. If a student's data reflects a need for additional support and potential modifications, careful review of learning targets occurs to ensure high levels of learning continue to be the expectation for him or her. Faculty has identified the most essential learning targets for each grade level. We modify curriculum with the understanding that if a student isn't exposed to the learning content, he or she can't possibly reach the goal. To give all students the opportunity for high achievement, children requiring special education placement into smaller settings receive instruction aligned with the general education setting. By identifying the most critical learning targets at each grade level, special educators are able to gain time to implement specific skill-deficit, research-based programs, while also adhering to the grade-level targets.

6. Professional Development:

Every child, every school, every day.... At Kildeer School—and as a district—professional development focuses on every educator having opportunity to engage in effective professional learning every day so that every student in the district achieves his or her maximum potential. We know that educators can best solve a school's most complex problems when collaborating and learning together, so professional development often occurs in team meetings. The staff recognizes that they function more efficiently and effectively working together as grade-level teams. They know that continuously learning together best equips them to improve student achievement for all and that the collaborative process also fosters opportunities for their own growth as educators. Literacy Coaches, Technology Coaches, and Extended Learning Coaches provide job-embedded support to teams and individuals as they work to provide high-quality instruction for students and to transfer new knowledge and skills to the classroom.

Staff meetings are dedicated to ongoing professional development and directly address school district goals and initiatives. At after-school sessions, team leaders who have attended workshops share their learning and its relevant application to team members' needs. Grade-level and job-alike meetings offer additional opportunities for growth as staff share research-based pedagogy.

Likewise, staff members use monthly release time productively to collaborate on the topics of student writing, developing rubrics, unwrapping power standards, developing common formative assessments, participating in curriculum development across grade levels, analyzing various assessment data, and sharing ways to use data to improve student learning and achievement.

During their first two years, teachers new to District 96 participate in a mentoring program. This in-depth program provides numerous opportunities for staff to learn about our curriculum and assessment programs and district and community culture. In addition, new teachers receive support in addressing the

day-to-day operations and procedures that come with being a classroom instructor. The mentoring program also helps the newcomers fully understand their roles as significant members of our collaborative teams charged with helping all students achieve at high levels.

The professional development District 96 engages in continues to be fundamental to our students' academic success. The more our teachers prepare to meet the needs of every child in the classroom, the better off are all our students. This is evident in the continued increase in the number of our students meeting and exceeding state standards on the ISAT assessment. In addition, we continue to see student achievement increase on district benchmark assessments.

7. School Leadership:

Frequent and ongoing collaboration of leaders and staff characterizes a Professional Learning Community. Indeed, several layers of leadership provide support in meeting district and school goals. Our principal partners with four elementary-level district peers in focusing on the district's vision, mission, and yearly goals. The District Director of Curriculum and Instruction and District Professional Learning Director also participate on this job-alike learning and leadership team. This group meets every other week and—on the “off” weeks—meets with the larger District Administrative team. At their meetings, school principals plan and pace professional development opportunities aligned with district goals. Additional meetings held three times annually also include the District Superintendent and focus on review of assessment data to monitor student achievement. Daily, the principal heads the professional development for staff, manages school culture, handles student discipline, and guides instructional practices.

In addition to the school Principal, there are identified grade-level and specialist team leaders who provide additional support to all teachers in meeting identified goals. All team leaders go through extensive professional development in facilitation skills. This Leadership Team meets weekly with the principal to work collaboratively, identifying needed supports and developing goal-specific targeted plans. Participants at these weekly meetings also celebrate successes and problem solve across grade levels.

Kildeer School teachers welcome the support of Kildeer Learning Coaches—the Extended Learning Specialist, Math Specialist, Reading Specialist, Learning Center Director, and Technology Director. Coaches meet weekly with grade-level teams and, as needed, with individual teachers to support students' learning. Their meetings address student data, learning around targets, teaching strategies, and collaborative planning for instruction, intervention, and enrichment. Our coaching model provides teams and teachers with opportunities for modeling, co-teaching, observation, and collaboration around best practices. Coaches participate in extensive training and development and also meet weekly with the Principal.

Our Problem-Solving Team includes the Principal, School Psychologist, Reading and Math Specialists, School Social Worker, Special Education Teachers, ELL Teacher, Occupational Therapist, and Speech & Language Pathologists. This team meets weekly to review data for students qualifying for Tier 2 and 3 interventions and for those already eligible for special education. Review of this data guides decisions and planning to close instructional gaps for these students. The Problem-Solving Team also provides Tier 1 support to teachers through their grade-level liaison roles. Grade-level liaisons work with teachers to brainstorm strategies and put specific data collection tools in place to monitor student success.

The Cougar Pride Committee focuses on character education and comprises certified and non-certified staff. It provides a forum to discuss the state of our community and improvements to common language and practices to support the social-emotional development of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	100	97	99	98
Exceeds	83	87	75	72	74
Number of students tested	108	112	95	99	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	83	100	80		94
Exceeds	25	79	30		50
Number of students tested	12	14	10	7	16
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	100	90	100	77	83
Number of students tested	19	19	13	17	12
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

12IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	94	95	88	97
Exceeds	61	58	61	51	53
Number of students tested	108	111	94	99	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	83	64	70	50	88
Exceeds	8	14	10	7	19
Number of students tested	10	14	10	14	16
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	76	93	100	77	83
Number of students tested	21	15	13	17	12
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	99	100	98	100
Exceeds	76	68	59	65	75
Number of students tested	117	101	99	108	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	92	100	100	88	100
Exceeds	46	14	31	25	69
Number of students tested	13	14	16	16	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	86	100	72	69	83
Number of students tested	22	15	18	16	18
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	98	99	94	98
Exceeds	68	65	63	72	56
Number of students tested	116	101	99	108	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	92	86	94	81	85
Exceeds	23	14	50	38	46
Number of students tested	13	14	16	16	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	76	93	72	69	83
Number of students tested	21	15	18	16	18
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	95	96	98	99
Exceeds	50	41	38	41	55
Number of students tested	97	96	110	109	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	83	75	79	89	93
Exceeds	8	13	7	17	29
Number of students tested	12	16	14	18	14
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	95	100	100	100
Exceeds	53	55	53	68	100
Number of students tested	17	20	17	19	11
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: IL Standards Achievement

Edition/Publication Year: Year of the Test Publisher: IL State Board of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	92	96	99	97
Exceeds	68	66	67	69	56
Number of students tested	97	94	110	109	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	83	63	79	94	86
Exceeds	25	13	14	61	29
Number of students tested	12	16	14	18	14
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	89	94	100	100
Exceeds	93	56	77	84	82
Number of students tested	15	18	17	19	11
NOTES:					
The State of Illinois does not provide disaggregated sub-group data for groups less than 10 students. Data for sub-groups with over 10 students has been provided.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	98	98	97	98	99
Exceeds	70	66	56	58	68
Number of students tested	322	309	304	316	301
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	86	90	87	89	95
Exceeds	26	34	22	24	48
Number of students tested	37	44	40	41	43
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds	100	98	100	100	100
Exceeds	80	79	72	71	87
Number of students tested	58	54	48	52	41
NOTES:					

12IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	98	94	96	93	97
Exceeds	65	62	63	64	55
Number of students tested	321	306	303	316	301
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	86	70	82	76	86
Exceeds	19	13	27	37	30
Number of students tested	35	44	40	48	43
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds	100	95	97	100	100
Exceeds	80	79	81	77	82
Number of students tested	57	48	48	52	41
NOTES:					

12IL9