

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Nicole Renee Wood

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

Official School Name Northmoor-Edison Primary School

(As it should appear in the official records)

School Mailing Address 1819 West Northmoor Road

(If address is P.O. Box, also include street address.)

Peoria

Illinois

61614-3332

City

State

Zip Code+4(9 digits total)

County Peoria

State School Code Number\* 480721500252047

Telephone (309) 692-9481

Fax (309) 692-9738

Web site/URL www.psd150.org/northmoor/

E-mail nicole.wood@psd150.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Kenneth Hinton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Peoria Public School District #150

Tel. (309) 672-6512

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. David Gorenz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:                16     Elementary schools  
        10     Middle schools  
          0     Junior High Schools  
          5     High schools  
          6     Other  
        37     TOTAL
2. District Per Pupil Expenditure:                6297      
     Average State Per Pupil Expenditure:        5567

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

3. Category that best describes the area where the school is located  
 [ X ] Urban or large central city  
 [ ] Suburban school with characteristics typical of an urban are  
 [ ] Suburban  
 [ ] Small city or town in a rural are  
 [ ] Rural
4.     6     Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	18	18	36	7			0
K	40	35	75	8			0
1	53	45	98	9			0
2	37	42	79	10			0
3	40	59	99	11			0
4	50	37	87	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>474</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 2  | % American Indian or Alaska Native |
| 6  | % Asian or Pacific Islander        |
| 44 | % Black or African American        |
| 4  | % Hispanic or Latino               |
| 44 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 10 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	21
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	25
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	46
<b>( 4 )</b>	Total number of students in the school as of October 1	442
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.10
<b>( 6 )</b>	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 9 %
- |    |   |
|----|---|
| 40 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 11

Specify languages: Mandarin, Arabic, Spanish, Bengali, Vietnamese, Hindi, Tagalog, Gurajati, Telugu, Cantonese, French

9. Students eligible for free/reduced-priced meals 42 %

Total number students who qualify: 182

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{14}{61}$  %  
 Total Number of Students Serve

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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>17</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>37</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>3</u>	Multiple Disabilities		

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>21</u>	<u>0</u>
Special resource teachers/specialist	<u>12</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support Staff	<u>12</u>	<u>0</u>
Total number	<u>57</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	96 %	95 %	94 %
Daily teacher attendance	96 %	94 %	95 %	92 %	%
Teacher turnover rate	3 %	3 %	6 %	14 %	2 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

During the 2003-2004 school year, five teachers left Northmoor-Edison School. 3 were dismissed as unsatisfactory non-tenured teachers, and 2 decided that the Edison program was not a good fit for them. As you can see, increasing student and staff attendance has been a strong focus for the past two years. We have seen slight growth from the initiatives we have put in place.

## PART III - SUMMARY

---

The mission of Northmoor-Edison Primary School, a school of choice where 'we believe we can fly,' is to ensure that all students achieve their full personal and academic potential by providing a safe and nurturing learning environment through modeling of the core values; partnering with families and the community; honoring diversity; surpassing the individual needs of students through instructional practices; reflecting and redefining instruction through professional development; emphasizing the fine arts and technology throughout our curriculum; and assuring the accountability of all individuals within the Northmoor-Edison Primary School community. We have three objectives at Northmoor-Edison. They are as follows:

1. Each student will meet or exceed state standards.
2. Each student will recognize and respect diversity.
3. Each student will complete his or her personal educational plan.

Northmoor-Edison Primary School became a school of choice in 1999 when the Peoria Public School District #150 partnered with Edison Schools, a company that manages public and private schools internationally. The Edison program provided a magnet school of choice that offered families the opportunity to choose what school their child would attend, either their neighborhood school, or an Edison School. During the last year prior to the Edison partnership, enrollment was declining at 275. We are proud to say that the idea of offering choice in the district has given enrollment a boost. After nine years as a partnership school, today our school serves 474 students in grades pre-k through fourth and we have a waiting list to get in. You will notice from our demographic makeup that our school population has drastically changed over time. We are proud to say that we have such a unique school that celebrates its incredible diversity. Today we have over 40% of our students from low income populations with an even mix of Caucasian (44%) and African American (44%) students, as well as a number of students from various cultures.

At Northmoor-Edison our theme states that 'we believe we can fly' and every day we strive to help children soar to new heights. Our school is organized for success, with each student and teacher as part of a house team. Our house teams all support our school theme of 'flying' and are organized as kindergarten 'butterflies', first grade 'balloons', second grade 'kites', third grade 'bees', fourth grade 'birds', and specials teachers 'dragonflies'. Students and teachers participate in activities throughout the year that help to build a strong sense of community and pride throughout the building. Each house team is led by a lead teacher.

Teacher leaders and shared decision-making are a very large part of the success of our school. Lead teachers and curriculum coordinators work as the essential piece between administration and each team of teachers. The leadership team meets bi-weekly to discuss and determine everything that takes place at our school. They serve as leaders, gaining insight from their house team members and then communicate back to the leadership team staff members' input to guide key decisions. In addition, parent participation is extremely high and we view parents as collaborative decision makers and true partners. We have an active PTO and also a PAC, (Parent Advisory Committee) which assists in developing policies and offering various programs for parents. It is an expectation that parents will be active partners in their child's education. In addition, we run a study buddy program where nearly 50 volunteers donate an hour of their time to mentor at-risk students.

Our students have wonderful opportunities to participate in a world-class education as they engage in two specials classes each day. Students participate in Spanish, Music, Art, Physical Education and Health, Library, and Technology. The fine arts and foreign language are a draw for many of the families that choose our school. In addition to the regular programs throughout the day we offer an extended day program for students in grades 2, 3, and 4 who need additional support and assistance in Reading and/or Math. In addition, we offer after school choir, drama, jazzercise, and latchkey.

We believe in providing additional support in the area of early childhood so that each child receives the foundational pieces necessary to be reading on grade level by the end of first grade. For this reason, we have a kindergarten assistant in each kindergarten classroom and a reading tutor for each first grade classroom. We also believe in having a certified counselor on staff instead of an additional administrator. Our student support manager works with children and families in various situations and provides support

to family members if they need assistance or resources.

Our school participates in a statewide program called PBIS (Positive Behavior Intervention and Supports). Through this process we have redefined how we look at behavior and use every opportunity to reteach the expectation and focus on the positive. Our discipline data is nearly non-existent, which has helped our students stay in school and focus on achievement. In addition, we have a strong focus on attendance with numerous initiatives to ensure that each child is at school on time, every day. We are currently a pilot site for RTI (Response to Intervention) and are focused on a comprehensive system of student support.

As you can see, we have a number of exciting initiatives in place at Northmoor-Edison School. This is just a brief overview of what we do. We take pride in striving to provide every opportunity we can to students while they are at our school. We thank you for taking the time to consider this application for the National Blue Ribbon Award and Northmoor-Edison Primary would be honored to receive this high honor.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

All third grade students in Illinois are required to take the Illinois Standards Achievement Test (ISAT) each Spring. The test is a measure of students' progress in the areas of : 1) reading; 2) mathematics; and in fourth grade science is tested as well. The results of each student's assessment in each area can be classified according to four levels: 1) academic warning, 2) below standards, 3) meets standard, and 4) exceeds standards. Any student who is below standards, or demonstrates large enough gaps in knowledge to be classified as 'academic warning', is not doing well in school. The goal is to have the largest possible percentage of students meeting or exceeding standards. Information about the ISAT can be found at <http://www.isbe.net/>.

By looking at our results over time, we are very proud to see that our school has gone from one which was performing in the 50th and 60th percentile just six years ago, to one today that boasts a proud 90th percentile across the board. We have seen a steady increase over time year after year as we strive to have 100 percent of our students meeting or exceeding state standards. We have also seen a wonderful decline in the number of students who now fall in the below or academic warning category, while the percentage of students who are exceeding has shown a wonderful increase, especially in the area of Math.

If you take a moment to look closely at the data you will see some exciting figures. To begin with, you will notice that our fourth grade students have only been tested in the areas of math and reading for the past two years, beginning with the 2005-2006 school year. For true trends in data, we look at the years of data on our third grade students. During the years 2002-2004 it was disheartening to analyze our data and discover that we had huge gaps in our subgroup populations. We began to have critical dialogues and discussions about why this was the case. How was it that we could have over a 30 point gap between our students who came from low income populations or those of African American decent? It was simply unacceptable. At our school we take and make no excuses. Instead we decided to start becoming more educated about low income and African American students. We learned about their backgrounds and began to understand how to effectively work with all students. We put school uniforms in place to begin to break down the social barriers we saw throughout our school. We raised the level of expectations not just for students, but for teachers as well and a true transformation began to take place.

Today as you walk through our school you will not be able to tell which students come from families who are categorized as low income. Our demographics have shifted to such that nearly half of our families fall into this category. The exciting news is that we have successfully moved to closing the achievement gap. Those gaps in income have shrunk drastically in the area of reading and we will continue to work until we get to a place where they no longer exist. We no longer have a gap in income level in the area of math. We no longer have a gap between our African American and Caucasian students, in fact, you will notice that our African American population outperformed our Caucasian population in 2006 on the 3rd grade Math ISAT. 97% of our African American students met or exceeded the standards in comparison to 94% of our Caucasian population. This past year our African American population scored 94% and our Caucasian population scored 95% in 3rd grade math. To us, this is our greatest accomplishment. Finally, we are breaking down the walls of poverty by giving students equal opportunities to do whatever they want in life.

We are extremely proud of the progress we have made and understand that it is the result of having high expectations for all students in conjunction with making learning interactive, fun, and adapted to various learners. In addition we use data to analyze our instruction and customize specific tutoring for students based on their needs. It takes every person in our school to make this happen and we value every member of our team, from the custodian, to the classroom and specials teachers, our assistants, tutors, cafeteria employees, clerical and support staff, and bus drivers. Our team is collaborative, intentional and driven to ensure that every student that walks through our doors is a success. We thank you for this incredible opportunity to apply for the prestigious National Blue Ribbon Award.

### 2. Using Assessment Results:

Northmoor-Edison Primary uses assessment data as a critical piece to the success of the school. We use multiple forms of assessment data in order to gather as much specific information about our students as possible. One of our most important data sources is the monthly online benchmark assessment, given in math and reading to all second, third, and fourth grade students. The results are analyzed on a monthly

basis during two, 45-minute professional development sessions. Teachers analyze the results and determine what strands/skills they need to embed or reteach. Every year the Northmoor-Edison team analyzes the results of the ISAT test as a faculty. We feel it is very important for every member of our team to not only understand the results, but also to interpret the data so that each person can be aware of our strengths and challenges. Using a set of guiding questions, teachers begin to look deep into the data, focusing specifically on strand and skill reports and subgroup reports.

In addition, the tutors and specials teachers look with classroom teachers, at our children who receive additional intervention so that tutoring programs can be customized for each student based specifically on their individual needs. Our kindergarten through third grade students are tested with Dibels and go through the same analysis and planning strategy. All teachers keep an electronic databook for their class where they enter each child's updated scores and color-code the scores for ease in analysis. The staff comes together on multiple occasions to look at the databooks. In addition, the principal has achievement discussions with each teacher and tutor about students who are receiving interventions and look closely at their progress, which is also tracked in each child's individual 'flight plan', similar to a personal education plan.

### **3. Communicating Assessment Results:**

Communicating student performance is an area that we find to be a vital part of what we do every year. We work in an atmosphere of high accountability and share all of our data openly in a transparent environment. Every year when our high stakes state test scores are announced, we share our progress with our students, staff, and families through achievement celebrations and school newsletters.

Teachers communicate student progress at least once a quarter and share with parents their child's progress in reading as well as their progress on assessments such as Dibels, benchmarks, and SRI. In addition, each classroom posts their monthly benchmark scores outside of the classroom, in the teacher's lounge, and in our monthly hall of fame. Benchmark scores are also posted by grade level in the benchmark hall of fame. ISAT (our high stakes test in Illinois) results are printed and distributed to show to students, staff, parents and guests our progress over the past eight years. These charts are made into large poster size banners that are hung outside of our building for all to see as they enter our building, and as they drive by. When we receive awards, we make sure to post them and celebrate our work as a team.

We take pride in the work that we do with our students and take every opportunity to invite the media in to talk about the performance of our students. We strive for a culture of achievement, which means sharing the results with students, families, and the community as often as possible. We have celebrations of achievement through whole school celebrations of achievement. We send a formal letter to all parents and board members, as well as members of the central office communicating the results of our customer service survey and ISAT results. We also celebrate achievement every morning on our student anchored and led morning broadcast.

### **4. Sharing Success:**

We are fortunate to not only be a part of a district, but also a part of Edison Schools internationally. We work to use the success that we have had as a learning opportunity for ourselves and others. This takes place in a number of ways. To begin with, our teacher leaders serve on various committees and cadres within our district. They attend meetings and share what we do with other teachers through discussion groups. We use a specific curriculum as part of the Edison Schools program and in Peoria, we have three other Edison schools in existence using the same curriculum. We have partnered for professional development with our other primary school, Franklin-Edison, and often our teachers call one another to collaborate and share ideas. We have had the opportunity of working between the two primary schools and we openly share documents that have been created and great ideas that have shown success. Every fall, we attend the Edison Achievement Academy. This involves administration and a team of four to six lead teachers and curriculum coordinators coming together for professional learning. During this time, we work very closely with our other Edison schools and do a great deal of horizontal and vertical articulation. We work with our middle school, Rolling-Acres Edison, annually so that our fourth graders have an excellent transition into middle school. Through vertical articulation we share what we are doing and learn the expectations at the next level. Our principal is a national presenter for other Edison principals and is called upon to present often at the Edison Leadership Development Academies. The most recent presentation has been in the area of culture. In addition, principals in training will be coming to Northmoor-Edison this March for a few days of training in the area of culture. The leadership team will be working closely with these future principals on how to build strong cultures and what we have done at

Northmoor-Edison. Our principal has also worked closely with other district principals to share any and all ideas about leadership with the primary principals. Every month opportunities are given for sharing specific ideas at each school. This is an important part of helping other schools use some of the great ideas that have helped our school move toward excellence.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

We have a rigorous curriculum that involves Reading, Math, Writing, Science, Social Studies, Art, Physical Education and Health, Music, World Language, Library and Technology. All of these subjects are equally important and work together to provide each child with a world-class education. In addition, we have a strong focus on teaching children the following eight core values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Listed below is a description of each curricular area.

**Reading** - The core curriculum for reading at Northmoor-Edison is the Open Court Reading program. Northmoor-Edison has used this core curriculum for the past four years and has seen great success with every level of reader. The curriculum provides for differentiated instruction through the leveled guided reading books, re-teach books, intervention materials, supplemental Inquiry and Investigation materials, and challenge projects. A key component to our differentiated instruction is Workshop. Teachers use data from Open Court, DIBELS, monthly benchmarks, SRI, and other sources to plan differentiated activities for their students during this daily 20-30 minute activity. During this Workshop time, the individual needs of the intervention students as well as the enriched students are met through highly engaging activities. A minimum of two to two and a half hours a day is spent on the reading and language arts curriculum.

**Math** - Northmoor-Edison utilizes The Everyday Mathematics Program from the University of Chicago at our school. This comprehensive math program is rigorous, but balanced with an emphasis on conceptual understanding while building a mastery of basic skills. The program helps students use everyday, real-world problems and situations to nurture their higher-order and critical-thinking skills. Everyday Math believes that all students are capable of a much greater understanding in mathematics through using daily routines, games, and exposure of various methods used to solve problems depending on that child's learning style.

**Writing** - The core writing and language arts program at Northmoor-Edison is the Open Court Program. This curriculum focuses on grammar, usage, spelling, and writing process strategies. Language arts lessons are comprised of mini-lessons, instruction and modeling, and writing practice. A supplemental curriculum, Step Up to Writing, is used as an organizational tool for structured writing. This approach teaches students to organize their writing using a color coded format. Through this writing instruction, students are able to self monitor, elaborate and add details to their writing, and write several different genres. Writer's Workshop ensures that all students are working at the appropriate developmental level as well as allowing teachers to conference and work with students on an individual basis.

**Science** - At Northmoor-Edison we use a hands-on approach to our science curriculum. We feel students learn more by doing and discovering on their own. Students are engaged in various investigations from life science to physical science. You will find evidence that science is being taught in all the grade levels at Northmoor-Edison. Students keep journals to record their data and draw conclusions. We have professional development every other month to learn new ways to incorporate science into our reading and math and help with new strategies for teaching science. Our science curriculum is a great way to supplement our math and helps to reinforce state standards such as measurement and multiple step problems as students go through an investigation.

**Social Studies** - With the exception of 4th grade, we use the Social Studies Alive! curriculum. Each grade level focuses on different themes such as: Me and My World, My School and Family, My Community, and Our Community and Beyond. The curriculum also uses 'Student Interactive Notebooks' with pages to assist in teaching/reviewing each lesson. The curriculum is aligned to the state standards and offers a variety of ways to teach the lessons. In addition to the curriculum, we also use Heartwood kits. These kits contain stories that focus on our eight Edison core values. These books are very helpful in not only teaching about the core values, but also in imparting knowledge about the world around them. We also supplement lessons on the presidents, Martin Luther King Jr., and other leaders of our nation.

**Spanish** - Students in kindergarten through fourth grade are immersed into Spanish through conversations, music, videos and books. Age appropriate games, activities and lessons engage all types of learners as they absorb the new language. They are able to ask and respond to simple questions with prompts and write words, phrases and simple sentences. Students follow directions and understand gestures and body language as a means of acquiring new vocabulary.

Technology and Library - The mission of Edison's Library and Technology programs is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education. We believe that a quality library and technology program affect student achievement. One aspect of the Edison school design is its use of technology to enhance productivity, efficiency, creative expression, learning, communication, and access to information. Thus technology and information literacy are fully integrated into curriculum, instruction, assessment, and all aspects of school life.

Music - The philosophy of learning for Northmoor Edison's music program is to provide enriching musical experiences for each student to facilitate the growth of musical independence and musicianship within each child. Through the implementation of the National Standards for Music Education and the Learning Standards for the State of Illinois students are exploring and developing their life-long musical appreciation and musical abilities through singing, performing, composition, movement, listening and improvisation.

Art - Art is a conscious, human expression in visual form. It is a means by which each culture records, expresses, and interprets the world around it. Art is a visual form of communication essential to the understanding of and participation in our increasingly complex, interdependent society. The art curriculum is designed to provide a sequential, cumulative program of concepts and skills from kindergarten through fourth grade. The curriculum is based upon concepts and skills in the disciplines of art production, art history, criticism and aesthetics. The units and lesson plans are organized using the following scope areas: two-dimensional fine arts, sculpture, design, architecture, and decorative arts. The goal is to engage learners in the higher levels of thought and encourage creativity, inquiry, discovery and wonder.

Fitness and Health - Students at Northmoor Edison demonstrate, within the scope of their own physical and sensory potential, competence in games and activities that involve locomotion (skipping, hopping, chasing, fleeing), non-locomotion (balancing, forward and backward somersaults), and object manipulation (throwing, kicking, catching, or paddling a ball). Students are able to identify changes in the body as a result of physical activity (increased heart rate and pulse) and provide a basic explanation of how the cardiovascular system works. Students understand and apply the principles of street safety and follow basic safety procedures while biking, skating, swimming, and using sporting and fitness equipment. Students understand the physical effects of drugs, alcohol, and tobacco, and are able to describe when and how to say 'no.' Students demonstrate a basic knowledge of the food pyramid and are able to identify 'good for you' foods.

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

Northmoor Edison Primary School uses Open Court Reading (SRA/McGraw-Hill). Open Court Reading is a research based, comprehensive reading, writing, and language arts program that develops confident and fluent readers and writers. This program teaches the basics of reading through phonemic awareness activities and explicit, systematic phonics instruction. Decodable books are used in kindergarten through third grade to develop automatically and build fluency. Open Court includes excellent, thought-provoking literature for students to explore, discuss and research ideas surrounding each thematic unit. Students construct meaning through the application of comprehension skills and strategies which are taught within each lesson. This reading curriculum also incorporates writing and language arts skills, including spelling, grammar, vocabulary, and penmanship, through explicit instruction and meaningful practice applications. Open Court also allows for differentiated instruction through the use of re-teach, intervention, English Language Learners, challenge, inquiry and investigation, and research materials and activities. There are many professional development opportunities for teachers and support staff in the Open Court program. DVDs are available for teachers of all levels that show lesson components, help establish classroom

This program was chosen for Northmoor-Edison after five years of using Success For All Reading. Edison Schools gave their schools a choice of SFA or Open Court and District #150 was moving to Open Court for all schools. We decided to try Open Court because we were not seeing growth from our students who were reading below level. In Success For All, students are grouped according to ability level. It was beneficial for our middle level and accelerated students, but did not seem to move our lower level students at all. Open Court is research-based and students work at grade level. It is very strong in the area of phonemic awareness and builds consistency throughout the building. We have seen incredible results in the past 4 years while using the Open Court curriculum.

### **3. Additional Curriculum Area:**

Math is the second area in No Child Left Behind that students at every grade level, starting at third grade, to be held accountable to learning standards. In preparation for tomorrow, students must be not only familiar with each of the six domains in mathematics (number sense, algebra, measurement, geometry, data analysis, and probability), but maintain an understanding to incorporate these skills into everyday life. No longer do you see students learning rote facts or skills in isolation, but students actively engaged with solving problems with peers. Everyday Math curriculum is design to 'spiral' throughout the school year. Content is taught in a repeated fashion, beginning with concrete experiences and proceeding to abstract. Everyday Math is consistent with how students actually learn mathematics as it builds understanding over a period of time, first through informal exposure and then through more formal and directed instruction. The program has a comprehensive approach to differentiating instruction, and provides a variety of ways to help students acquire skills. Some of the program highlights include many hands-on activities and manipulatives designed to support the program; student discussions; special games to practice and master skills; ongoing review throughout the year; daily routines; informal assessment; and communications with home through family newsletters' and study links.

It has been our experience at Northmoor-Edison that students continuously score above the district and state in the area of math because of this program. We see trends in our ISAT scores over the past years that continue to surprise even us. Students are receiving a firm base with this math program. Our students are excited about math and beg for more than our sacred 60 minutes of math time each day, K-4.

#### **4. Instructional Methods:**

As we tour families through Northmoor-Edison School, it is common to hear the tour guide state to the guests that this is not your typical school. The instructional methods used by our teachers are nothing like a traditional classroom. At Northmoor-Edison, students are organized into teams, or pods and do not sit in traditional rows. This is because we want to create learning experiences that involve teaming, problem solving, and students fulfilling various roles that mimic that of the real world. When students go to work on a task, they often have a group leader, a recorder, and a time keeper, just as they will need to be able to do someday in their jobs. We ensure that students have multiple opportunities to problem solve, discuss, and think on a higher level. Most of our work is hands on, especially in the area of math and science. Students are learning through discovery.

We take pride in our building goal of differentiated instruction. For the past four years we have intently studied differentiation and have tried new instructional strategies through various groupings, leveled questioning, interest based surveys and product choice. The result has been phenomenal. Student engagement has soared to new heights, as well as the ultimate goal of student learning. Differentiation is now a part of what we do, as we recognize that all students learn in different ways. It is our responsibility to offer students a range of instructional methods to meet our diverse learners.

Over the past few years we have taken a great focus toward teaching and learning through technology. Our students run a student-led morning broadcast as they serve as anchors, writers, and producers of our morning show. The latest addition of technology in our school is the integration of smartboards in classrooms. By next year we should have every classroom equipped with a permanent smartboard. Students engage in hands on learning that is interactive and fun. Again, student engagement has become even stronger as the needs of auditory, visual, and tactile learners needs are simultaneously met.

#### **5. Professional Development:**

One of the strongest pieces we rely on for success is the use of professional development to drive the continuous growth of our school. We are so fortunate to have forty minutes of daily professional development. This time is sacred to us and bi-weekly we meet as a leadership team to plan out our professional development for the next month. We use our school improvement plan that is developed annually and calendar our activities out for the entire school year. As we plan, we are intentional about what is put onto our calendar to ensure that all of the goals we have set for ourselves are accomplished.

During daily professional development, we have a range of activities that take place. On some days teachers in a house team (organized by grade level) are collaborating together while at other times the lead teacher may be providing the professional development. Sometimes the house team representative from the technology team may be presenting on new ideas in the area of technology, such as the latest training attended about using smartboards for instruction. On other days, our other teacher leaders present. Curriculum coordinators work with teachers after they have participated in observations to provide peer coaching and feedback. Our reading coach works with teachers every month to analyze Dibels and SRI data and plan next steps. Teachers spend at least three days each month studying their monthly online

benchmark assessment data and develop embedding plans for the following month as well as individualized tutoring plans for their students who are not yet meeting standards. Teachers spend at least two days a month working with our student support manager through the FASST (Family and Student Support Team) process. This process is a collaborative session with the student's family where ideas are generated for intervention and improvement for any students showing academic or behavioral concerns. This is just a sample of the many wonderful topics that take place during our daily professional development time.

In addition, our entire staff comes together as a whole bi-weekly for a one hour after school staff meeting. We are very fortunate to also have a district planned monthly student improvement day where staff members have four hours together. These sessions usually incorporate our school theme, have a strong focus on achievement, and include presentations from teacher leaders. In addition, there is always time where teachers are engaged in collaboration and specific action planning for students. The process of improvement is continuous and cyclical. We guard our professional development time and know that it is the vehicle to really help us all stay focused and moving together toward our shared goals. At the end of every year we self-reflect and use rubrics to evaluate where we are at individually and as a team so that we can set goals for ourselves for the following year. All professional development is driven by the needs of our teachers and students.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Illinois Standardized Achievement Test

Edition/Publication Year published annu Publisher Pearson, copyright held with Illinois State Board of Edu

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus exceeding state standards	84	83	74	66	67
% "Exceeding" State Standards					
exceeding state standards	35	36	25	32	29
Number of students tested	82	77	88	93	112
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
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	77	77	66	50	52
% "Exceeding" State Standards					
exceeding	23	16	13	9	14
Number of students tested	35	31	30	32	42
2. White					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	87	86	77	75	77
% "Exceeding" State Standards					
exceeding state standards	42	48	32	45	34
Number of students tested	40	40	53	47	61
3. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	68	64	65	39	60
% "Exceeding" State Standards					
exceeding state standards	21	16	9	10	16
Number of students tested	34	31		21	32
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
meeting plus exceeding state standards	89	75			
% "Exceeding" State Standards					
exceeding state standards	39	36			
Number of students tested	74	94			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding	87	63			
% "Exceeding" State Standards					
exceeding state standards	26	20			
Number of students tested	31	35			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	89	81			
% "Exceeding" State Standards					
exceeding state standards	43	46			
Number of students tested	37	54			
3. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	81	65			
% "Exceeding" State Standards					
exceeding state standards	19	22			
Number of students tested	26	37			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
meeting plus exceeding state standards	96	88			
% "Exceeding" State Standards					
exceeding state standards	46	35			
Number of students tested	94	74			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	97	77			
% "Exceeding" State Standards					
exceeding state standards	26	17			
Number of students tested	31	35			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding	94	94			
% "Exceeding" State Standards					
exceeding state standards	54	44			
Number of students tested	37	54			
3. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding	96	84			
% "Exceeding" State Standards					
exceeding state standards	27	22			
Number of students tested	26	37			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
meeting plus exceeding state standards	95	97	84	86	87
% "Exceeding" State Standards					
exceeding state standards	60	51	43	50	38
Number of students tested	82	77	88	93	111
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
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	97	97	73	75	71
% "Exceeding" State Standards					
exceeding state standards	94	97	73	75	71
Number of students tested	51	29	20	28	22
2. White					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	95	94	91	95	95
% "Exceeding" State Standards					
exceeding state standards	51	62	57	57	47
Number of students tested	35	40	53	47	62
3. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
meeting plus exceeding state standards	88	96	76	67	84
% "Exceeding" State Standards					
exceeding state standards	50	32	29	24	31
Number of students tested	34	31		21	31
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					