

# 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. Peter Wright King

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

Official School Name Ivy Hall Elementary School

(As it should appear in the official records)

School Mailing Address 1072 Ivy Hall Lane

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

Buffalo Grove

Illinois

60089-1333

City

State

Zip Code+4(9 digits total)

County Lake

State School Code Number\* 34-049-0960-04-2006

Telephone (847) 459-0022

Fax (847) 229-9650

Web site/URL www.IvyHall.District96.k12.il.us

E-mail Peking@District96.k12.il.us

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 Dr. Thomas Wesley Many

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

District Name Kildeer Countryside CCSD 96

Tel. (847) 459-4260

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 Mr. Marc Tepper

(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

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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: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 2 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 0 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 7 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 6213  
 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:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 9 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			0	7			0
K			0	8			0
1	45	44	89	9			0
2	57	36	93	10			0
3	43	47	90	11			0
4	52	54	106	12			0
5	50	52	102	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>480</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 13 | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 85 | % 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 5 %

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	13
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	9
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	22
<b>( 4 )</b>	Total number of students in the school as of October 1	480
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 5 %
- |    |   |
|----|---|
| 25 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 6

Specify languages: Spanish  
 Polish  
 Korean  
 Filipino  
 Japanese  
 Russian

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 11

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:  $\frac{17}{81}$  %  
 Total Number of Students Served

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>11</u>	Specific Learning Disability
<u>4</u>	Emotional Disturbance	<u>60</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		

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

	<b>Number of Staff</b>	
	<b>Full-time</b>	<b>Part-time</b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>17</u>	<u>5</u>
Total number	<u>54</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  $\frac{23}{1}$  : 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	97 %	97 %	96 %
Daily teacher attendance	98 %	98 %	97 %	98 %	97 %
Teacher turnover rate	0 %	10 %	5 %	10 %	5 %
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

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Ivy Hall 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.

Our district mission is to ensure that every child achieves 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 Ivy Hall's mission 'Committed to Excellence in Education in a Caring School' is considered every day.

Ivy Hall School has developed guiding components to support meaningful learning for our students. The components include active and in-depth learning; emphasis on authentic performance; attention to development; appreciation for diversity; opportunities for collaborative learning; understanding of respect and responsibility; programs for caring for students; support for democratic learning; and connections to family and the local community.

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

Our 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 Ivy Hall staff firmly believes that, with the proper instruction, effective assessment, and extra time and support, all of our students will achieve at high levels.

Ivy Hall's main goal and program focus this year is the improvement of students' reading achievement and writing success. In addition, each team is focusing on a SMART goal that ensures that every child will achieve maximum potential through the development of common formative assessments that measure and monitor student learning and the creation of aligned interventions to provide identified students with additional time and support. The evidence of this improvement will be our students' increased desire to read, more students exceeding standards on school and state assessment testing programs, and an improved school attendance rate. The staff believes that the analysis of this information will assist us all in better meeting the needs of each Ivy Hall student.

In summary, Ivy Hall Elementary is a school in which high-achieving students work hard every day, taught and supported by a very enthusiastic and committed staff. The Academic Achievement Awards received from the Illinois State Board of Education and the 2006 and 2007 Illinois Honor Roll designations earned evidence the success of the collaborative approaches to learning that characterize Ivy Hall School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Ivy Hall 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. Prior to the 2005-2006 school year, only students in grades 3 and 5 were assessed in reading and math, while students in grade 4 were assessed in science. Beginning with the 2005-2006 school year, all students in grades 3 through 5 are assessed in their reading and math knowledge and students in grade 4 also are assessed in science. Reports to Ivy Hall 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](http://www.isbe.net/assessment). The Ivy Hall staff uses the data to evaluate student learning and to drive curricular instruction. The reading and math data is disaggregated into subgroup categories so staff can identify academic concerns in the curricular framework and make modifications to address specific weaknesses.

The Spring 2003 Illinois Standard Achievement Test results indicated that 79 percent of Ivy Hall third graders met or exceeded the state standards in reading and 94 percent met or exceeded the standards in math. At the fourth-grade level, 92 percent of our students met or exceeded the state standards in science. At the fifth-grade level, 82 percent of our students met or exceeded the state standards in reading, while 94 percent met or exceeded the standards in math.

Our students have steadily improved their academic performance over the past four years and are succeeding at extremely high levels. The Spring 2007 Illinois Standard Achievement Test results indicated that 92 percent of Ivy Hall third graders met or exceeded the state standards in reading and 98 percent met or exceeded the standards in math. At the fourth-grade level, 91 percent of Ivy Hall students met or exceeded the state standards in reading, 98 percent met or exceeded in math, and 97 percent met or exceeded in science. At the fifth-grade level, 96 percent of Ivy Hall students met or exceeded the state standards in reading, while a perfect 100 percent met or exceeded the standards in math. Our staff collaborated and determined how to improve instructional strategies and techniques to meet the needs of all students. They then monitored student progress through common formative and benchmark assessments and provided extra time and support for students experiencing academic difficulty. The Ivy Hall staff is committed to our continuous improvement model and the result is that, on average, 96 percent of our students meet or exceed state academic standards.

As our staff analyzed the subgroup performance scores, they noticed a disparity between reading scores for our regular education students and those for our special education students. Our regular classroom staff and the special education teachers then initiated a focused effort to close this achievement gap by working collaboratively to align the curricular objectives for our special education students with those for the regular curriculum. The results of their efforts more than met our expectations. During the past four years, Ivy Hall special education subgroup reading scores increased from an average of 67 percent to almost 90 percent of special education students meeting or exceeding state standards in reading.

Likewise, as a professional learning community, the Ivy Hall staff determined that our existing assessment system did not provide results in a manner timely enough to make a difference in student learning. We replaced the Iowa Test of Basic Skills with the Northwest Evaluation Association Measures of Academic Progress (MAP) assessments. 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.

The Twin Groves Middle School placement assessments also are used to monitor student learning. These assessments in the areas of reading and math determine the levels at which our fifth-grade students are placed when they are enrolled at the middle school. The placement test results reflect the success of the ISAT assessments; during the past four years, an increasing number of Ivy Hall students have been placed in the honors-level language arts and math

classes.

## 2. Using Assessment Results

The Ivy Hall staff uses a continuum of academic assessments that range from more formative to most formative and from more summative to most summative. This allows the staff to describe the current level of student performance in many ways. The assessment process begins when staff members analyze the data results of the MAP and ISAT assessments to determine the greatest area of need (GAN) for the school year. This annual process allows our building Leadership Team to develop school improvement goals that drive and assist in establishing our SMART goals.

Grade-level-developed common formative assessments and trimester district benchmark assessments help our staff monitor how well students are learning and achieving throughout the school year. The common formative assessments allow classroom staff to intervene immediately in the learning process when students experience difficulty and do not master essential outcomes. The interventions they administer include re-teaching in small groups, presenting differentiated lessons, and providing extra time and support before, during, and after school.

The staff at Ivy Hall is committed to providing whatever instruction is necessary to assure student academic success and to developing numerous strategies and techniques for giving extra time and support. Our Team Read program, new this year, gives every first grader an extra dose of daily reading instruction in a small group setting. Staff uses our Lunch Bunch program for their emerging readers to enhance their literacy development, while other students in need of academic support are paired with older students in a buddy program that focuses on reading and writing skills. In addition, some Ivy Hall students who struggle with reading and writing are provided an opportunity to participate in our after-school homework club and our Stevenson High School tutoring partnership program. Finally, if more significant interventions are necessary for a student with low achievement, the Ivy Hall Network Team may recommend a thorough academic case study analysis.

## 3. Communicating Assessment Results

During both the fall and spring reporting periods, parents receive information on their Ivy Hall student's progress through Measure of Academic Progress (MAP) assessments. 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 if they have 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 slower than expected on the continuum of learning.

At Ivy Hall, 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. Staff feedback to parents also is important for developing an effective home and school connection and strengthening the partnership that benefits each student's long-term learning. Ivy Hall staff extend their communication with parents beyond the traditional report cards and mandatory fall and winter parent conferences to make sure that students and parents have current academic progress information and to determine any additional time, support, and enrichment that would improve students' understanding. The goal of the fall conference is to inform parents of the academic and social progress of the new grade and to understand the curricular objectives for the year. The spring conference--a student-led conference--requires the student to take the lead in discussing his or her strengths and weaknesses, asking for additional support as needed, and setting goals for the rest of the year. In addition, staff members use daily e-mails, phone calls, notes, and face-to-face conferences to foster effective communication and monitor student academic learning. Typically, they also ask parents to sign homework, quizzes, and chapter tests to assure notification of regular and important student progress.

The district and building results of our ISAT and MAP assessments are publicly reported at our monthly Board of Education meetings and are available through our district web site, [www.district96.k12.il.is](http://www.district96.k12.il.is), local newspaper, and in our School Report Card, which is made

available to all of the community.

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

As a professional learning community, Ivy Hall School staff recognizes that meeting to share ideas with staff from other schools within our district and with other districts extends our understanding of specific techniques to foster successful student learning. Each spring we participate in the Stevenson High School consortium, a biannual opportunity for promoting student learning and celebrating our successes. This day brings together staff from all the schools in all the districts that feed into the area high school. The focus is on sharing successful learning strategies for use with students in grades K-12.

Another opportunity for sharing success has come during the past three years, as Ivy Hall staff members have hosted visitors from school districts across the country. Our principal and staff make presentations describing our professional learning community atmosphere and program of continuous academic improvement. As our presentation team members work together to prepare for the full-day program, we reflect on strategies we have developed to improve our students' academic achievement, programs we have implemented to support student success, and the resulting academic accomplishments that extra time and support given daily have yielded. Within District 96, monthly job-alike meetings connect our staff with their elementary colleagues district wide to enhance collaborative opportunities. These meetings focus on grade-level-specific curriculum and also on the curricular continuum from grades 1-5. The staff shares instructional practices, curriculum successes, and assessment implementation and data.

District 96 encourages all staff to participate in professional organizations and publicizes news of their involvement regularly in the monthly district Staff Newsletter. The Buffalo Grove community enjoys news of student successes through our weekly school newsletters, classroom newsletters, local newspapers, and monthly Board of Education recognitions of student and school achievements. At the Board meetings, parents are invited to join their children who are recognized for their academic, artistic, and athletic achievements, as well as their service in the community.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Ivy Hall staff members are extremely proud of the curricular framework they have established for grades 1-5 and continue to refine it each year. Because the curriculum is rigorous and holds everyone to very high standards, this regular review of the curriculum framework assures that all our students receive appropriate levels of instruction.

In designing the curriculum framework, administrators and staff take care to align it as closely as possible with the Illinois State Standards as well as the national standards for the specific curricular area, including the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and National Science Teachers Association (NSTA). In order to help our students reach the highest of academic standards, our staff regularly differentiates the curricular objectives, assesses and monitors student learning, and provides interventions for our students who need extra time and support to be successful in their learning. Our mission of 'Excellence in Learning in a Caring School' is evident in the academic program we provide to our students every day.

Our staff has designated literacy as our primary instructional goal. The two-hour daily block of reading and language arts instruction requires students to apply their previous knowledge as they learn new reading and writing skills through lessons that address vocabulary, usage, grammar, punctuation, spelling, and handwriting. Students also are expected to develop as communicators by building attentive listening and effective speaking skills. The staff uses varied strategies and techniques to provide a comprehensive reading and writing instructional program that is presented to classes, small groups, and individuals. Reading workshops, reading conferences, and the examination of various literary genres are examples of some of the instructional strategies applied daily in Ivy Hall classrooms school wide.

The curriculum for math focuses on a spiraling instructional approach that characterizes the Everyday Math program developed at the University of Chicago. Our students are introduced to most concepts two years earlier than they would be in a traditional math program, allowing them time to create a conceptual understanding in different math strands, prior to algorithmic learning. The program incorporates a depth of content in the areas of numeration, computation, geometry, algebra, probability, and problem solving. Ivy Hall 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 and continuously investigate how technology can be used to solve problems. 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 through the process program.

In social studies, Ivy Hall students learn about their neighborhoods, communities, states, and country. 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 Ivy Hall 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 a variety of 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. In addition, students in grades 2, 3, and 5 produce and perform a singing and dancing program for the school and community. Our daily physical education program

provides vigorous activities for our students to develop high standards of physical fitness and health. Students have specific goals for running, endurance, and team-building skills and also develop their understanding of proper nutrition, hygiene, exercise, rest, and safe living habits. Through visits to the learning center, our students learn basic library skills and nurture an appreciation for reading. In the technology lab, students learn to use computers, learn strategies for conducting research, and consider how technology changes their world continuously. Finally, our students in grades four and five have the opportunity to participate in band or orchestra through instrument lessons during the day and periodic evening performances.

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

Ivy Hall School's reading curriculum is a balanced literacy approach that serves all students. The staff uses whole-class shared readings to introduce skills and strategies. 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 conference with individual students to set goals and meet unique learner's needs.

All first-grade students are participating in Team Read, an early intervention program in its first year at Ivy Hall. The Team Read program includes two days of guided reading instruction, one day of phonics'particularly vowel sounds and blends, and a day of writing. The Team Read program complements classroom instruction. 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. This collaboration is applied in meeting specific student's needs through small-group instruction, in which 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.

Reading has always been the primary focus of the Ivy Hall curriculum. The staff consistently differentiates instruction so each student learns a progression of skills, regardless of his or her reading level. Also, students and parents are made aware of the child's Lexile level'a framework relating a student's reading level to a specific text's difficulty. This helps them choose appropriate books and set achievable goals for reading improvement both at school and at home.

Reading skills Ivy Hall students develop emphasize connecting background knowledge to reading and self-questioning the text to clarify meaning; separating main ideas from supporting details; drawing inferences; using images to visualize and enhance comprehension; and synthesizing and extending the reading. After learning the skills in reading classes, students acquire the understanding to apply them in contexts other than literature. By expecting students to utilize these skills across the curriculum, we reinforce the skills and demonstrate their broad application. Each trimester, a comparison to the district benchmark demonstrates growth made by our students. As a matter of course, any child not meeting standards receives reading intervention in a small-group setting and one-on-one instruction.

Likewise, developing students' writing skills also is significant to our reading/language arts curriculum. Students learn to write and to develop their own voice while articulating, organizing, and supporting ideas. 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.

## **2b. (Secondary Schools) English:**

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

Math instruction at Ivy Hall 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 and meet the expectations of all our learners. Through this process, our staff has developed a curricular framework that addresses the instructional needs of all students at different levels and monitors student progress through regular common formative assessments and trimester district benchmark assessments. The staff evaluates these assessments in grade-level teams after each implementation and uses the results to improve instruction in the classrooms. Based on the analysis of individual results, students who do not meet expectations are provided with a variety of intervention options.

Our intervention program consists of individual and small-group work in the classroom, visits to the math lab for one-on-one assistance, Lunch Bunch support during the lunch/recess period, and the opportunity to attend our after-school homework club or tutoring program. In each of these activities, the student receives additional time and support so he or she can attain the necessary skills and build confidence with specific math concepts. Our students are expected to be able to solve complex problems and communicate the methods they followed in solving the problems. For our students capable of working at higher levels, the district's PACE (Providing Academic Challenge for Excellence) program provides in-depth and varied lessons to challenge and extend their math abilities.

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.

The staff continuously collaborates in unwrapping our power standards, developing effective lesson plans, implementing common formative assessments, and reviewing assessment data to assure a math education that is challenging and equitable for all our students. The math program's focus is the connection and application of mathematics to real-life situations. This focus is underscored during students' weekly lessons in the technology lab. Various math computer programs and opportunities to use the Internet help our students understand real-world application of the math concepts they learn in their classroom.

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

The instructional methods the Ivy Hall staff uses are based on best practice. They are the result of our assessment process, which identifies the students who already know information and learn it quickly and those who need additional instructional time and 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 proper 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.

Ivy Hall teachers deliver their instruction in several teaching segments during a class period to make sure that students are focused and engaged in learning for each segment. They use active learning strategies that involve students in the instruction, discussion, and practice of the lesson concepts. The staff promotes teaching reading and writing across the curriculum, so that 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 each week 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 use 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.

Instruction methods fostered at Ivy Hall also include expectations for student reflection. Student-led conferences are the focus of the spring parent teacher conferences and require our students to prepare activities that explain their growth during the year, indicate their areas of strength and weakness, and set goals for future learning. Through a constant review using common formative and district benchmark assessments, the staff gains a better understanding of how to provide effective time and support to improve student learning.

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

At Ivy Hall School, professional development is an ongoing learning process embedded in the way we do business every day. We work as a professional learning community, and 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 and that the collaborative process fosters opportunities for their own growth as teachers.

Our biweekly staff meetings are dedicated to ongoing professional development and directly address our school district's main initiatives. At our after-school sessions, team leaders who have attended workshops share what they have learned and its relevant application to the needs of their team members. Grade-level and job-alike meetings offer additional opportunities for growth as staff share research-based pedagogy. In addition, Ivy Hall staff meets each year in small-group book studies before school to extend their knowledge and understanding.

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

During their first two years in District 96, new teachers participate in a mentoring program. This in-depth, planned informational program provides numerous opportunities for staff to learn not only about our curriculum and assessment programs and our district and community culture, but also to 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 important members of our collaborative teams charged with helping students to achieve at high levels. The mentoring program has been an attractive recruiting tool that has helped to draw outstanding new teachers to our school district.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Illinois Standards Achievement Test  
 Edition/Publication Year Year of the Tes Publisher Illinois State Board of Education

	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					
Meets Standards	92	97	88	88	79
% "Exceeding" State Standards					
Exceeds Standards	41	60	54	42	37
Number of students tested	90	105	100	108	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
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	93	70	77	64
% "Exceeding" State Standards					
Exceeds Standards	0	36	39	19	29
Number of students tested	0	18	16	20	22
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	100	0	100	0
% "Exceeding" State Standards					
Exceeds Standards	0	60	0	75	0
Number of students tested	0	14	0	12	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standards	91	93			
% "Exceeding" State Standards					
Exceeds Standards	43	51			
Number of students tested	110	99			
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. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	81	83			
% "Exceeding" State Standards					
Exceeds Standards	25	35			
Number of students tested	20	20			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	100	0			
% "Exceeding" State Standards					
Exceeds Standards	56	0			
Number of students tested	14	0			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
Meets Standards	96	94	90	85	82
% "Exceeding" State Standards					
Exceeds Standards	58	57	40	47	41
Number of students tested	103	112	104	135	123
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. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	83	91	63	65	70
% "Exceeding" State Standards					
Exceeds Standards	39	29	25	23	22
Number of students tested	23	21	25	33	30
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	86	0	87	73
% "Exceeding" State Standards					
Exceeds Standards	0	64	0	73	27
Number of students tested	0	16	0	16	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
Meets Standards	98	98	100	97	94
% "Exceeding" State Standards					
Exceeds Standards	74	77	71	71	57
Number of students tested	90	105	100	108	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
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	93	100	92	83
% "Exceeding" State Standards					
Exceeds Standards	0	79	50	65	48
Number of students tested	0	18	16	20	22
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	100	0	100	0
% "Exceeding" State Standards					
Exceeds Standards	0	93	0	100	0
Number of students tested	0	14	0	12	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standards	98	100			
% "Exceeding" State Standards					
Exceeds Standards	65	61			
Number of students tested	110	99			
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. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	88	100			
% "Exceeding" State Standards					
Exceeds Standards	56	44			
Number of students tested	19	20			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	100	0			
% "Exceeding" State Standards					
Exceeds Standards	89	0			
Number of students tested	14	0			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
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					
Meets Standards	100	99	96	96	94
% "Exceeding" State Standards					
Exceeds Standards	62	50	41	39	38
Number of students tested	103	112	104	135	123
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. Students with Disabilities - IEP					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	100	100	76	81	83
% "Exceeding" State Standards					
Exceeds Standards	30	29	17	23	17
Number of students tested	23	21	25	33	30
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standards	0	100	0	100	91
% "Exceeding" State Standards					
Exceeds Standards	0	93	0	73	55
Number of students tested	0	16	0	16	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 5 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Reading (LA) Grade 3 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					