

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

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

School Mailing Address 300 N. Fairview Ave.  
(If address is P.O. Box, also include street address.)

Mount Prospect Illinois 60056-2395  
City State Zip Code+4(9 digits total)

County Cook State School Code Number\* 140160570022002

Telephone (847) 394-7320 Fax (847) 394-7328

Web site/URL http://fairview.dist57.org E-mail ajordan@dist57.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.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Dr. Bruce BrownEd.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mount Prospect, District 57 Tel. (847) 394-7300

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Sue Ramstedt  
(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.

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

*\*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: \_\_\_\_\_ 2 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 0 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 4 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9775  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9488

### 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. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 1 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	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	73	50	123	9	0	0	0
2	61	46	107	10	0	0	0
3	50	58	108	11	0	0	0
4	58	49	107	12	0	0	0
5	63	55	118	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>563</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 2  | % American Indian or Alaska Native |
| 7  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 6  | % Hispanic or Latino               |
| 84 | % 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 2 %

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	8
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	8
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	16
<b>( 4 )</b>	Total number of students in the school as of October 1	538
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 3 %
- |    |   |
|----|---|
| 16 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 6

Specify languages: English, Polish, Japanese, Russian, Mandarin, Spanish

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 16

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.

NA

10. Students receiving special education services:  $\frac{9}{46}$  %  
 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>4</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>31</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>9</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>2</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>26</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>17</u>	<u>1</u>
Support Staff	<u>5</u>	<u>1</u>
Total number	<u>61</u>	<u>2</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  $\frac{24}{1}$  : 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	96 %	97 %	96 %	97 %	96 %
Daily teacher attendance	99 %	98 %	99 %	99 %	99 %
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %
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

Great attendance for students and staff

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.

Summary: Fairview Elementary School is located in the Village of Mount Prospect, Illinois- a northwest suburb of Chicago. Mount Prospect has an extensive school system and a strong community base. Our Mission Statement is that through the combined efforts of children, parents, staff, and the community, Fairview Elementary will help encourage students to reach their potential as respectful, responsible, self-directed learners.

Our student body now hovers at 570 students in first through fifth grade. Mount Prospect School District 57 consists of four schools. As a team, we all strive to continually meet and exceed Illinois State Standards year after year. The Mount Prospect District has recently earned the A+ Award for academic excellence. Our Parent Teacher Association established itself as a PTA School of Excellence and we are proud of our overwhelming parent and community participation.

Our students are among the most polite and motivated children one can hope for at a school. The Character Counts program is used to help mold productive student citizens and we pride ourselves on such attributes as trust, fairness, respect, caring for others, and being responsible. Our school is fortunate enough to offer band, chorus, orchestra, art, music, and physical education. A computer lab and a full-time technician make it possible for teachers to access technology and teach cutting edge computer skills. Student Council and peer mediators are special attributes of our school, as well.

Reading, writing, and math are our main priorities in the academic arena. Guided reading, the 6-Traits of Writing, and a spiraled math curriculum have lead to our academic success. Two literacy coaches help teachers implement fundamental reading skills and teach literacy through learning centers. The Problem Solving Model is used to help students that are at-risk of falling behind or are struggling behaviorally. This team of educators works diligently with staff members and parents to set student goals, implement an intervention, and monitor student progress. We have seen a significant impact in student growth since using this model. On our 2007 Illinois School Report Card, 91% of our student body taking the ISAT reading assessment met or exceeded the standards and 97% met or exceeded the standards in math.

There are some very unique aspects of Fairview Elementary School that makes it stand out among other schools. We are proud to house a small, self-contained classroom for students with severe disabilities. This life skills class has been renamed SOAR by the parents of the children we serve. At Fairview we also offer ESL support to students who are building their repertoire of English skills. And we have extremely talented teachers that have been nominated for the prestigious Golden Apple Award.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Assessment Results: 'The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance,' <http://www.isbe.net/assessment/isat.htm>. The ISAT scores are reported in categories of: academic warning, below state standards, meets standards, and/or exceeds standards. It is also worthy to note that in some years (2004-2005 and 2002-2003), ISAT reports did not track the number of students tested. This explains missing data pieces on the assessment tables (p. 8).

Students in elementary school, in grades 3-5, take the ISAT assessment in reading and math. A science assessment is also given to the fourth graders (starting in 2005-2006) and a writing assessment is also given to the fifth graders. Fairview Elementary School has no subgroups of 45 or more. For the purpose of Blue Ribbon reporting, we will note groups of 10 or more as a subgroup (as requested).

On the Spring 2007 ISAT, assessments the results were as follows: The percentage of students meeting or exceeding State Standards in reading at grade 3 was 86% and math was 97%. The percentage of students meeting or exceeding State Standards in reading at grade 4 was 94%, math was 96%, and science was 97%. And the percentage of students meeting or exceeding State Standards in reading at grade 5 was 93%, math was 99%, and writing was at 73%. In all categories we far exceeded the state average.

The Reading ISAT is a multiple-choice assessment used to test student knowledge in vocabulary development, reading strategies, reading comprehension, and literature. Students also complete an extended response question after reading a passage. A scoring rubric is used to score the extended response and a 1-4 scale is used (4 being highest).

The Math ISAT is also a multiple choice assessment used to test student knowledge in number sense, measurement, algebra, geometry, data analysis, statistics, and probability. Short and extended response items are included and graded with a 1-2 point rubric (2 being highest).

The Science ISAT is also a multiple choice assessment used to test student knowledge in scientific inquiry and technological design, life science and environmental sciences, matter, energy, forces, earth and space sciences, safety, practices of science, science in society, and measurement.

The Writing ISAT is a written composition completed by the student to assess their ability to focus, support/elaborate, organize, use conventions and integration when writing. All feature are scored with a 6-point scale (except conventions uses a 3-point scale).

#### Disparity Among the Subgroups:

In looking at Fairview's ISAT data- most specifically the IEP subgroup in all grade levels and content area & the overall 5th grade Math scores- some reasonable conclusion can be made.

Prior to 2005-2006, our school used self-contained classrooms for reading and math instruction for all IEP students with math or reading goals. Also prior to these years, special needs students were receiving instruction through SRA, direct instruction, and Connecting Math Concepts, rather than the general education curriculum. In the 2005-2006 school year, our school began to transition to inclusion. Certain grade levels began to pilot the inclusion model and the special need focus turned to the general education curriculum.

The data shows that starting in 2005-2006, the 3rd grade IEP students showed gains in math (75% to 93% meeting and exceeding state standards); the 5th grade reading scores grew (20% to 31% to 67% meeting and exceeding state standards); and the 5th grade math students also made great strides (40% to 92% to 100% meeting and exceeding state standards). We attribute this student growth to the inclusion model, and push-in service delivery model, that we have transitioned to and the general curriculum being taught consistently in alignment with student IEP goals.

Regarding our high ISAT Math scores, in 2005-2006 and 2006-2007, we are proud to report that 99% of all of our students met or exceeded the state standards. As a school, we attribute this success to engaged instruction using a spiraling approach. This method allows students to learn new concepts while they continuously review and practice previous skills taught throughout the school year and grade levels. Our school also implemented the MAP Assessment (Measure of Academic Progress) to monitor student growth and provide teachers with valuable information to scaffold instruction, set-up learning centers, and attack specific skills per a student's need. Curriculum Based Measurements have also helped our Problem Solving Team progress monitor

students and set up interventions where needed. Lastly, the use of Study Island, a software program, has allowed the students to practice skills and tackle concepts closely associate with the ISAT.

## **2. Using Assessment Results**

Using Assessment Results: Fairview Elementary School has a School Improvement Team and a Building Problem Solving Team that analyzes school ISAT data and other local data pieces. After we receive our ISAT data the teams spend a day reviewing the results at each grade level. Our school psychologist plays an integral role in this data retreat. The team reviews past performance levels and goals outlined on the previous year's School Improvement Plan (SIP). The ISAT data is paired with benchmarking data from Curriculum Based Measurements in math and reading to set future goals. For instance, the Spring 2007 Writing ISAT scores showed that there was significant room for improvement in writing. As a school, we had 73% of our 5th graders meeting or exceeding the State Standards. Although we surpassed the State average of 50% meeting or exceeding the State Standards, Fairview set its sights on making gains in this area. Improved writing became part of our School Improvement Plan. With the help of the 6-Traits of Writing, we have set goals to help us achieve adequate progress for 2008. Grade level teams worked collaboratively to set their grade level goals for writing in grades 1-5. The 6-Traits rubric and the State ISAT assessments will help us measure our gains.

Our SIP Team also analyzed the reading, math, and science performance of our students. Looking at ISAT results in reading and local data from MAP testing and Curriculum Based Measurements, we felt it would behoove us to expand our strides in reading, also. As a high performing school, we feel it is important to monitor student performance with a growth model, as well as by academic achievement. The MAP assessment measures academic progress. Coupled with the ISAT scores, Curriculum Based Measurements, and the MAP scores, the SIP Team set goals to improve reading for grades 1-5. Local targets were established to increase reading fluency to ensure that every single student advances in their reading skills.

## **3. Communicating Assessment Results**

Communicating Assessment Results: Each fall Fairview Elementary School has an Open House for parents. At the Open House teachers review the grade level curriculum, school goals, and assessment components of the school year. ISAT results are sent home to parents for analysis and they are reviewed each fall, as well. Parent-Teacher Conferences in November offer another opportunity for teachers to discuss ISAT data. Weekly teacher newsletters and school newsletters give parents tips on how to prepare the children in the skill areas assessed. Parent tips on facilitating homework and projects at home also aligns with future test performance. The School Improvement Team presents the ISAT data to staff and the School Board periodically throughout the school year. After each benchmarking phase the staff analyzes the data results and re-assesses their teaching focus. The local newspaper publishes our ISAT scores also. Through the use of the MAP assessment (Measure of Academic Progress), the teachers align areas of individual student deficits to State Standards and a DesCarte menu, which in turn drives instruction and impacts the ISAT tests. District Committees also work together to examine the curriculum and teaching practices.

## **4. Sharing Success:**

Sharing Success: Schools are built around the idea of community. Fairview Elementary has works with its sister schools- West Brook, Lions Park and Lincoln Middle School- to share ideas and collaborate on staff development, student progress, and improving ISAT scores. Our school psychologists work in tandem with one another to analyze school data, organize benchmarking days, and organize the data to share with staffs. These schools have also worked together to further develop Response to Interventions and organize our Tiered intervention model. Institute Days allow an opportunity for 'Cross Town Conversations' to take place. This provides a forum for teachers to discuss strategies and goals at the different school buildings based on a specific theme. Also, as a district team we work with one another, and our schools, to Problem Solve, align curriculum, Response to Interventions (RTI), and to celebrate our successes. Each administrator shares their talents and ideas in professional development seminars for their staff in the form of presentations, engaged learning opportunities, teacher teaming, and book studies. District Committees afford our teachers the chance to take on leadership roles and share their experiences at their perspective schools in the areas of Language Arts, Math, Science, Social Sciences, and Technology.

In a larger community sense, Fairview has teamed up with 31 neighboring schools, and the Mount Prospect Police and Fire Departments for crisis planning. The Emergency Crisis Response Management Grant (EMRC) obtained by the local Fire Department has brought the entire community together to implement school crisis plans in the event of an emergency. Weekly school newsletters are used to keep our families and neighboring schools informed of news and events- both an electronic copy and hard copy is sent out.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Curriculum: Fairview Elementary aligns its curriculum with the Illinois State Learning Standards; found at [www.isbe.net](http://www.isbe.net).

Reading- Word meaning in text is clarified using context clues and a variety of resources. Students learn to explain, interpret, and/or justify ideas from literature (nonfiction and fiction) and understand organization patterns (main idea, theme, characterization, detail, plot, compare/contrast, and cause-effect) of a text. It is our goal that students demonstrate comprehension in a variety of different reading materials and genres and read age-appropriate material independently. Students should also be able to respond to literary material by making inferences, drawing conclusions, and comparing it to individual experience, prior knowledge, and other texts. Guided Reading is used 3-4 days a week, in grades 1-5, and small learning centers are the norm. Often, intermediate grade students peer conference with and assist primary grade students.

Writing- Students are taught to use correct grammar, spelling, punctuation, capitalization, and sentence structure when writing. It is essential that they learn to respond to questions using complete sentences applying the writing process (drafting, revising, editing, publishing, and sharing). The 6-Traits of Writing is used to build these skills, along with interactive student rubrics and portfolios. Students learn to write for a variety of purposes and for a specific audience in a variety of forms including: narrative, expository, and persuasive writings. We feel it is important for the students to utilize technology to produce such compositions. Gathering information using reference materials and technology, paraphrasing information, analyzing and evaluating information acquired from various sources is paramount. By 5th grade, students use cursive exclusively and give oral presentations.

Math- By 5th grade Fairview students must demonstrate a mastery of multiplication and division skills. They need to show a competency to read, write, compare, and order decimal numbers. Decimal concepts must be applied to money value, also. Students must be able to add and subtract fractions. It is critical that they understand geometric concepts and identify angles and measure them using a protractor. Measurement and applying measurement skills is critical. Students need to read, compare, and analyze data in a circle graph, tables, and charts, and find the mean and missing algebraic number in a number sentence. Lastly, students must make predictions based upon statistical data, round whole numbers to the nearest large place value, use a variety of problem solving strategies, and estimate products and quotients. Students are engaged with hands-on activities and authentic math challenges related to the real world. Fairview hosts various Math Nights during the school year to provide families and students the opportunity to come to school and have fun exploring math activities together.

Social Science- At the close of 5th grade, all students will have been exposed to: Colonial government, basic U.S. political documents, U.S. government, colonial resources and economic systems, historical experiences of native peoples, explorers, colonists and revolutionary war figures, the influence of England, colonial social systems, and religious freedom and tolerance. Through the use of History Alive, students engage in historical re-enactments, the study of artifacts, real debates, and exploring real world issues.

Science- By the end of 5th grade, the students will have studied life science, the life processes and cycles of plants and animals, the structure of plant and animal cells, and the human digestive, respiratory, circulatory, and excretory systems. Earth science and the solar system become a focus, as does physical science and matter and energy. Students must be able to understand the process of scientific inquiry and technological design to ask questions, answer them, and conduct experiments. Students must also be able to demonstrate how science, technology, and society impact one another. Students are engaged by conducting scientific experiments, such as an egg drop with the local Fire Department. We host a Science Prep Night for students and parents so they can gather information and see samples of student Science Fair projects to help them plan an exciting project. This leads us to a Science Fair each year.

Technology- Students must learn to type 20 words per minute with 90% accuracy, apply word processing skills, use computer research skills, and integrate technology into class assignments. Students are engaged in technology through a weekly sessions in the computer lab, and by using Study Island, Power Point and Word for projects, computer center work, and creating interactive links of web pages.

Art- Students identify a line, direction, shape, size, texture, value, and color in a composition. Basic skills in painting, drawing, and sculpture are taught. Students can identify the expressive qualities of a work of art and they can describe the artistic processes of creating paint, ink, fiber art, and sculpture. Students understand that art shapes and reflects history, society, and everyday life. Student work is displayed at school and in newsletters. A Spring Art show displays student work for the community.

Music- Students learn to sing expressively and project their voices. Cooperative learning in a rehearsal setting is utilized and students perform before a live audience in full makeup and costume. Students demonstrate performance skills by singing, playing, and dancing together in a concert setting. Students design, develop, and paint theatrical sets. American folk music, shanty work songs are explored, and other various genres are studied. Concert performances in chorus, band, and orchestra are looked forward to in the winter and spring.

Physical Education- Students participate in an environment that promotes physical fitness, sportsmanship, maximum effort, and enjoyment. They come to understand rules and strategies to enhance participation and emphasize safety. Students also work on cooperation and joint decision making in team situations. Students enjoy a traversing wall in the gym, Field Days, and Adventure Education (which emphasizes team work and creative problem solving).

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

Reading: At Fairview, we pull from extensive resources to establish strong, fundamental reading skills at the primary grades. Two literacy coaches work with teachers and students to build letter-sound fluency, non-sense word fluency, and phonemic segmentation. Guided reading is the expectation in all of the classrooms, grades 1-5, for 3-4 days of the week. The literacy coaches create an intricate schedule to assist 1st and 2nd grade teachers with small, guided reading groups throughout the week. Leveled readers are used specific to a child's ability and lexicon. High, middle, and low achieving readers rotate between the literacy coach and the classroom teacher each day. Running records are kept to monitor student pronunciation, reading fluency, and comprehension. In tandem with Curriculum Based Measurements in reading, interventions such as Great Leaps and Read Naturally are used to boost student performance if they are struggling. In the upper grades (3-5), the literacy coach also assists teachers in selecting leveled books and teaching guided reading. A more profound intervention takes place before school, called RISE for students that are severely discrepant in reading. The curriculum is based on Illinois State Standards. Jolly Phonics is the learning program most valued at the primary grades. We do use a variety of basals at the various grade levels, chapter books and literature circles are used at the intermediate level, and all teachers are encouraged to use real world resources to teach reading.

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

NA

**3. Additional Curriculum Area:**

Additional Curriculum Area: Fairview's Mission Statement is that through the combined efforts of children, parents, staff, and the community, Fairview Elementary will help encourage students to reach their potential as respectful, responsible, self-directed learners. The curriculum area of choice that best supports our mission is writing. All grades, 1-5, are incorporating the 6-Traits of Writing to advance our students' writing. The 6-Traits of Writing focuses on ideas, organization, voice, word choice, sentence fluency, and conventions, which directly aligns with our Illinois Standards Achievement Test (ISAT). A 6-point rubric is used to assess student writing, much like on the state assessment mentioned above. Students are taught to identify quality pieces of writing, apply the rubric, and incorporate the 6-traits into their own writing. As our mission implies, we are interested in fostering independence in our students and helping them become self-directed learners. The 6-Traits of Writing has proven to be a compass to guide students in this type of self-directed learning by giving them a guide for which to self-assess their writing and work collaboratively with peers. Students practice editing and revising writing pieces by using the rubric and conferencing with their peers and teachers. As students move through the writing process, they become more adept at making the necessary corrections to their work, and their word choices, to express ideas. Parents become involved in the learning because they too know what to look for as they use the rubric as a guide. Teachers include tips on

the 6-Traits in their newsletters and display student work in the school continuously. Improved writing has become one of the goals of our School Improvement Plan. Student growth will be monitored and measured through the use of the 6-Traits' rubric and student writing samples.

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

Instructional Methods: This school year, Fairview has fully embraced full inclusion and has been looking closely at various ways to differentiate instruction for the benefit of all learners. Recognizing that our learners come to us with different schema in tow and various learning styles (auditory, visual, tactile, kinesthetic, and tactile), we strive to meet their needs in dynamic ways. Our teachers use the MAP assessment to help them determine academic strengths and weaknesses in core content areas. This is a catalyst for determining instructional needs based on banded curriculum. Teachers use student self-assessment measures to find out student interests and their particular learning styles. Based on these findings, our teachers start their planning.

Any given classroom will have a myriad of activities going on at once to address differentiated learning. For instance, it is common practice that the leveled, guided reading groups would be taking place and be facilitated by a teacher and literacy coach. The teacher would choose specially selected books based on each student's ability level. The day's activities would also be planned according to each student group's needs. Running records and DRAs would help determine these flexible groups. In an effort to address all students' needs, audio books are often used as a center activity to demonstrate reading fluency. Technology and computer work is incorporated into a learning station to engage reluctant learners that enjoy working on the computer. Tactile activities are also used in center activities to give students the chance to move and manipulate letters, words, and sentences. Teachers have had students write words in shaving cream on their desks and make-up songs and dances based on stories they have read. Visual learners have benefited from posters, elaborate projects reflecting a story they have read, and Power Point slides. Our Problem Solving Team has also put interventions in place for some learners in need throughout the school day. For example, a student in need may get an additional 15 minutes a day to practice phonics skills with an aide. At times, assignments require accommodations to suit a child's need. Cloze tasks replace open-ended questions, only the odd numbered questions are completed rather than the entire assignment, or when others are asked to write an assignment a particular individual with needs may utilize a scribe or assistive technology.

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

Professional Development: Fairview Elementary School has been working extremely hard to further develop both student and teacher knowledge in four core areas: reading, writing, inclusion, and problem solving. In our efforts to make progress in reading we have created a Brown Bag Lunch Chat where teachers collaborate together to learn from one another in the area of teaching guided reading. Our literacy coaches have hosted a training to train all of our aides in Read Naturally and Great Leaps to help provide interventions to students in need. These coaches have also shared with the staff our reading data on an on-going basis. This focus on reading has helped bring our low readers up to grade level, in turn performing well on ISAT.

Monthly, each grade level team is provided with release time to meet to discuss how they are implementing the 6-Traits of Writing. The teams' discussions revolve around the traits, monitoring student progress, and utilizing the rubric. As a staff we have worked with a consultant to help us make the transition to inclusion this school year. The consultant has worked with our staff on Institute Days to discuss the value of inclusion and what teachers can do to meet student needs. We have been working with another consultant to institute a long-term plan for our staff in terms of providing quality instruction for students. Our Problem Solving Team has met consistently to reorganize the model and provide staff training. Our staff is more proficient in meeting the needs of our diverse learners since we have spent the time on professional development in these areas.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Illinois Standards Achievement Test (ISAT)

Edition/Publication Year 2007 Publisher Pearson Education, Inc.

	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 & Exceeds	86	91	91	77	67
% "Exceeding" State Standards					
Exceeds	46	39	36	35	30
Number of students tested	98	111	75	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. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	92	92			
% "Exceeding" State Standards					
Exceeds	50	46			
Number of students tested	12	13			
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	56	60	81	39	9
% "Exceeding" State Standards					
Exceeds	17	0	19	17	0
Number of students tested	18	15	16	18	
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 & Exceeds	97	98	94	93	87
% "Exceeding" State Standards					
Exceeds	57	49	46	44	39
Number of students tested	98	110	75	100	
Percent of total students tested	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. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	100	100			
% "Exceeding" State Standards					
Exceeds	50	77			
Number of students tested	12	13			
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	83	93	75	78	46
% "Exceeding" State Standards					
Exceeds	22	27	31	22	9
Number of students tested	18	15	16	18	
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	No Test	No Test	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets & Exceeds	94	96			
% "Exceeding" State Standards					
Exceeds	39	44			
Number of students tested	114	101	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	2			
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	100				
% "Exceeding" State Standards					
Exceeds	62				
Number of students tested	13		0	0	0
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	80	87			
% "Exceeding" State Standards					
Exceeds	13	40			
Number of students tested	15	15	0	0	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	No Test	No Test	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets & Exceeds	96	99			
% "Exceeding" State Standards					
Exceeds	39	40			
Number of students tested	114	101	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2			
<b>SUBGROUP SCORES</b>					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	100				
% "Exceeding" State Standards					
Exceeds	37				
Number of students tested	13		0	0	0
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	80	100			
% "Exceeding" State Standards					
Exceeds	13	33			
Number of students tested	15	15	0	0	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 & Exceeds	93	88	75	84	83
% "Exceeding" State Standards					
Exceeds	47	43	32	47	21
Number of students tested	101	104	108	113	
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds			90		
% "Exceeding" State Standards					
Exceeds			20		
Number of students tested	0	0		0	0
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	67	31	20	38	43
% "Exceeding" State Standards					
Exceeds	33	15	7	13	7
Number of students tested	15	13	15	22	
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 & Exceeds	99	99	88	85	89
% "Exceeding" State Standards					
Exceeds	43	24	34	27	21
Number of students tested	101	104	108	113	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds			100		
% "Exceeding" State Standards					
Exceeds			50		
Number of students tested					
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard					
Meets & Exceeds	100	92	40	42	43
% "Exceeding" State Standards					
Exceeds	75	15	7	8	0
Number of students tested	15	13	15	22	
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					