

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IL11

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Mrs. Sue Wilson

Official School Name: United North Elementary School

School Mailing Address: 411 W Hunt Avenue
 Alexis, IL 61412-8902

County: Warren State School Code Number*: 2709430402001

Telephone: (309) 482-3332 E-mail: swilson@united.k12.il.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeffrey Whitsitt Superintendent e-mail: jwhitsitt@united.k12.il.us

District Name: United CUSD 304 District Phone: (309) 734-9413

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Rick Elliott

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 9239

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	12	20
K	18	18	36
1	19	16	35
2	20	19	39
3	16	18	34
4	20	17	37
5	19	24	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			244

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
97 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 11%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2011	246
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 41%
 Total number of students who qualify: 100

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 37

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>6</u>
Total number	<u>27</u>	<u>13</u>

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

19:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Community, students, and staff of United North Elementary work together to empower students to achieve their full potential by becoming life-long learners and productive members of our world is the mission statement for the Pre-K through fifth grade elementary building located in Alexis, Illinois. This school is one of two elementary schools in the United C.U.S.D. #304 located in rural western Illinois. The school serves students from Alexis, North Henderson, Gerlaw, Cameron, and Monmouth as well as rural areas around each town. The school averages around 240 students each school year with two classes of each grade level and a mixture of veteran and new teachers.

United North Elementary has a strong Parent-Teacher Organization (PTO) that held many fund-raisers throughout the year with the Pumpkin Patch Carnival and their Spring Family Fun Night being traditional activities that attract many people in the community. Being in the rural area means that many families are farm families and the school has been active in agricultural events.

Over the last four years the school has shown growth in academics and behavior. The school has implemented the Positive Behavioral Intervention and Support Program (PBIS) to address the behavior side of the triangle of learning. We have also made improvements in our Response to Intervention Program that has made improvements in the academic side of the learning triangle. The school has also made curricular changes in reading language arts that has had a positive effect.

The school became a PBIS School in 2010 and has developed a strong Universal Tier 1 Program. We are currently working on getting the Targeted Tier 2 Program fully implemented. The school uses their behavior data to drive decisions in the school using the SWIS website to record the data. The program has made a difference in the amount of behavior problems in the school which also means students are in the class more and academics improve.

Another area over the last four years that the school has worked on has been the RtI Program. Four years ago we had over 20% of our student population receiving RtI services with individual interventions. The RtI Core Team met on each of these children throughout the year and each child had a different plan. The district adopted the AIMSweb Testing in 2009 which allowed the school to do a sweep of our students three times a year on reading and math. In 2010-2011 the RtI Core Team implemented a Tier 2 Intervention time for the entire school for 20 minutes daily calling it STORM (supplemental time on reading and math). Students went for remedial help if they scored below the 25% on AIMSweb if the teachers felt that this information was an accurate picture. Students who scored at 90% or higher were placed in an enrichment group that extended the grade level curriculum. The school progress monitored students every other week and after three data points were gathered the team reconvened and moved students between groups as needed. Students who showed up in both reading and math received interventions in reading during that STORM time and math interventions at another time during the day. It has greatly decreased the amount of students who are being brought to the School RtI Team allowing for our true Tier 3 students to get the needed interventions.

United North Elementary Teachers have spent the last four years developing a district curriculum that was aligned to the Illinois State Learning Standards and then to the Common Core Standards. A team of teachers worked together and developed a district spelling program using the Fry High Frequency Word List. The teachers also implemented Six Trait Writing and developed an assessment on writing that would be conducted twice a year. In the spring of 2012 seven of the teachers studied the Daily Five Reading Program and implemented the program this school year. The results have been astounding. We are now in the process of training the rest of the teachers and going with Daily Five in all classrooms next year. We also changed one of our Title Reading Teachers to a combination of reading and math which has produced improvement in the math area.

The school works as a team and always looks for ways to make improvements. We encourage parents to attend RtI meetings and conferences. We encourage parents to visit classrooms during American Education Week and have started a Very Special Person Event once a year for students to bring an adult to school. The school also holds three family events throughout the year and usually has a good attendance at each event.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. United North Elementary uses two standardized assessments. The first assessment is the AIMSweb Testing in reading and math. Using the National Norms the school uses the 25th percentile for students requiring tier 2 interventions. Students who score below the 10th percentile are tier 3 students who will be brought to School RtI Team and receive tier 3 interventions. Classes that are having less than 80% at the 25th percentile look at whole class lessons. The school also looks at ISAT data each year to see what changes need to be made in our curriculum to help the students meet or exceed on the ISAT.

B. United North Elementary reports only one group which is the total group although the staff looks at all groups in school improvement meetings.

The school RtI Team uses the data obtained in the AIMSweb sweeps as indicators for providing tier 2 services to the students scoring below the 25th percentile in reading and math. The team forms instructional groups to address deficiencies in the reading and math areas and also organizes groups of students above the 90th percentile to receive enrichment instruction. Those students working on reading areas are instructed using materials from the Florida Center for Reading Research as well as Reading A-Z. Those students working on math areas are instructed using intervention materials from Pearson Envision Math Program or Touch Math. The school also has two Title teachers that meet with small groups or individuals to work on reading and math areas.

The RtI Team meets for problem solving on students falling below the 10th percentile and looks at other Teachers also develop materials to work with the groups as needed. The team utilizes the Title Program as well as the RtI Coordinator working on reading with high needs students utilizing Reading Recovery Strategies.

One of the reasons we can see for the achievement gap closing is that our early grades are bringing the children early on to the RtI Team instead of waiting for them to fail. This has allowed us to put interventions into place and give the child what was needed to get them on track in their achievement.

Reading and Math have been the focus in our school and all students receive the core instruction in the classroom. The Title teachers and special education teachers utilize mostly a pull-out program pulling children out during science and social studies. Classroom teachers have been using more content materials in their reading instruction so that our children do not lose out entirely on science and social studies.

2. Using Assessment Results:

United North Elementary Staff conduct the AIMSweb Testing during the last week of August or first week of September. The current and previous classroom teachers are given a report of the students with the national norm scores so they can see what students would be targeted for the tier 2 groups or the enrichment groups. The Response to Intervention Core Team then meets and keeping teacher recommendations in mind, they form the tier 2 groups for all grades except kindergarten since this was the first time they have been tested. The tier 2 groups are progress monitored every two weeks by the people providing the interventions. After the third data point, the RtI Team reconvenes and looks at the progress monitoring and makes any changes to the tier 2 groups. The AIMSweb is administered again in December even though the norms are for January. The current teachers are given a report with the national norm scores and the RtI Team seeks their input. The RtI Team then forms the new tier 2 groups with kindergarten being included this time. The process of progress monitoring is repeated and changes in the tier 2 groups take place toward the end of the third quarter. AIMSweb Testing is conducted one more

time in April and the student growth is shared with the teachers. The information from the last sweep is looked at when the new tier 2 groups are made in the fall of the next school year. Parents receive notification of any tier 2 group their child will be attending in September and again in December. Testing information is sent home with the last report card showing parents the student growth throughout the year.

Progress monitoring is used in RtI Meetings for the tier 3 students that need the intensive interventions. The AIMSweb information is used for planning instruction and is used to set the goals for a child to judge the effectiveness of a child's RtI plan. Parents are a part of the RtI Team and are always given a copy of their child's progress.

The school also receives a copy of each child's ISAT results in the fall. This information is presented at parent-teacher conferences in September. The ISAT information is used to develop our curriculum so teachers know what they need to concentrate on before the testing in the spring. The ISAT Summary is received by the school, is viewed and discussed at school improvement meetings and are areas of focus in the School Improvement Plan. ISAT information is shared with the Board of Education as well as with the media to share with the community.

3. Sharing Lessons Learned:

United North Elementary has participated in the RtI Networking Group through the Two Rivers Professional Development Center. The Response to Intervention Team attended several sessions learning about the benchmarking and providing research-based interventions. The team continues to go to the networking meetings and now is able to share how our RtI program works and the progress we have made. The team has also shared on their Daily Five Reading Program in the network meeting.

In the 2010-2011 school year, United North was visited by the other district elementary school during RtI Meetings so that the other school could see how we conducted our tier 3 meetings. This school year we were visited by another school district who had heard of our RtI Program from our special education district. We had eight members of the other district's staff meet with the RtI Core Team. We shared our process with them as well as answering their questions on our tier 2 program and each team member's responsibilities on the team. The school principal has also shared the RtI process with the Board of Education.

Also this school year the teachers who piloted the Daily Five Reading Program presented the program in an Institute Day to the other elementary teachers in the district as well as opening it to other area districts. The Daily Five Program was also presented to the Board of Education in the February 2013 meeting.

The Positive Behavioral Intervention Support System (PBIS) has been another focus for the school. The school PBIS Team presents the school program every fall to the other staff members as well as sharing the program with parents through PTO meetings and communications. The PBIS Program was presented to the Board of Education in the January 2013 meeting by the principal and school counselor who serves as the district external PBIS coach.

4. Engaging Families and Communities:

The school believes that in order to be successful we need the parent support. Every fall we invite parents to visit our school for an open house event and always have a large turn-out. The school holds parent-teacher conferences at the first midterm in September and the school office makes several attempts to get every parent to come in and talk with the classroom teachers. There is also a push to have parents come in and visit their child's classroom during American Education Week and parent attendance during that week has steadily climbed. The teachers also hold two family night events during the school year. The nights feature science, math, or reading events. There are several flyers advertising these events and they are usually well-attended. The school also joins with the other district elementary school every year and has a Young Author's Celebration where student writing is featured. The music program performs two

times during the school year with a Christmas Concert and a spring concert. The physical education program holds several events every year that attract the parents such as Monster Mash, Turkey Bowling, Square Dance Performances, and Field Day. In 2011-2012 the school started a Very Special Person Day where the students are able to bring an adult visitor to school and the attendance has been over 200 each year. The school also has an active PTO group that holds events throughout the year.

The school makes communication with parents a goal. The school office sends out monthly calendars with a newsletter as well as memos as needed throughout the month. Classrooms send newsletters on periodic basis. The school technology teacher keeps the school webpage up to date and posts the PTO reports. Midterm reports are sent out each quarter as well as report cards.

Parents are also notified on an individual basis. When a student is brought to the school Response to Intervention Team the classroom teacher first contacts the parents. The parents are a part of the team and receive notification and a reminder letter from the principal and a phone call reminder from the RtI Coordinator. Parents also receive a summary of the meetings. If a child receives a behavior referral, the parents are contacted by the school principal by phone as well as receiving a copy of the referral. The school also has a parent as a member of the school PBIS Universal Team.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The elementary classroom teachers have worked on developing curriculum over the last four years. During the first semester of the 2009-2010 school year the district grade levels met and worked on developing a math curriculum aligned with the Illinois State Learning Standards. In the second semester the grade levels developed a language arts curriculum based on the Illinois Learning Standards. In the 2010-2011 school year the teachers again met to develop a science and social studies curriculum based on the Illinois Learning Standards. During the 2011-2012 school year the teachers met again and revised the curriculum to align with the Common Core Standards for language arts and math.

The physical education teacher at United North Elementary has worked with the other district physical education teacher to develop the physical education/health curriculum. The teacher has used many resources from the Internet and other districts to develop an articulated curriculum that addresses the Illinois Learning Standards.

The school hired a new teacher to replace our retired library/technology troubleshooter in our building. This new teacher is using the National Educational Technology Standards to develop a technology curriculum since the school has established a weekly technology class. The teacher is also using the ELA Common Core Standards as she develops a library curriculum.

The school also was able to hire an elementary guidance counselor in 2011-2012 that is shared between the two district elementary schools. The counselor has developed units to work with grade levels that address the social/emotional learning standards in conjunction with the school PBIS curriculum.

The curriculum work will continue into the 2013-2014 school year now that the science standards for Common Core are fully developed. The district classroom teachers has also developed a grade level pre-test and post-test for reading and math that will give the district valuable data as well as a student growth tool for the teacher evaluation system.

2. Reading/English:

Reading has been a focus in the school over the last four years. The building uses a variety of materials and methods so as to reach every child. In 2009 the district brought in a presenter for Michael Heggerty Phonemic Awareness and trained the district classroom teachers in grades K-2. This program was implemented in the 2010-2011 school year. Kindergarten Teachers also took part in an on-line training in 2010-2011 on the Jolly Phonics Program and began using it in 2011-2012.

During the 2009-2010 school year a teacher was trained in the Reading Recovery Program and worked with four first graders to build their reading fluency. Although the district was only part of the Reading Recovery Program for one year, the teacher still uses the strategies when working with struggling first graders as a tier 3 intervention.

United North Elementary had previously begun using the Four Block Reading Program in a few classrooms. In 2009-2010 all the teachers worked out a reading schedule that would make sure that all children were in the room for core reading instruction and also allowed for teachers in the grade level to group the children in two classrooms so that instruction would be at their level. Instead of Title Teachers and Special Education pulling students out of class at that time, the teachers pushed in and worked with groups.

In 2011-2012 seven teachers began the study of Daily Five Reading. The teachers read the books, visited

another school using the program, and held planning discussion meetings. The program was implemented this school year and those teachers were sent to the Daily Five Workshop in Chicago to gain more information. The teachers were able to purchase books to use for this program along with an adoption of a new reading basal program. The rest of the classroom teachers have now started the Daily Five training. They have been provided with the Daily Five books, will be visiting a school with the upper grades that has been implementing this program, and will attend a Daily Five Training this April. These grades will begin implementation in the 2013-2014 school year. Teachers using Daily Five still use the guided reading approach from the Four Block Reading Program. Students that are below grade level will continue to receive Tier 2 instruction in reading as well as working with the Title Reading Teacher.

3. Mathematics:

United North Elementary Teachers developed the math curriculum in 2009-2010 in alignment with the Illinois State Learning Standards. The district had chosen the Pearson Envision Math Series the year before because the intermediate grades felt that the book was most closely aligned with the ISAT. Without a developed curriculum the teachers were using the textbook as the curriculum and were finding it difficult to teach concepts to mastery and get through the entire book. Once the math curriculum was created, the teachers were able to go through the math book and determine what they needed to teach first and what concepts were not needed. In 2011-2012 the teachers redid the curriculum to align it with the Common Core Standards. The teachers again looked at the math series and determined that they would need to add supplementary material. This year the teachers are working on developing a Type 2 Assessment to prepare for the student growth component of the teacher evaluation instrument. Developing this assessment will help the teachers look more closely at the current math materials and start looking for the supplementary math material.

In 2010-2011 the school changed one of their Title Reading Teachers into a combination of Title Reading for grades K-1 and Math Help for grades K-5. This extra math time has helped students show progress in math. The Math Help has emphasized computation skills and has taught some students the Touch Math Approach.

The teachers have been concerned with students not memorizing their math facts so this school year United North Elementary decided to focus on students working on memory skills. The new curriculum has required students to cover some math concepts at an earlier grade than the former curriculum so teachers have focused on the memorizing of facts and using the mathematical knowledge to problem solve and explain their reasoning.

Students who are scoring below the 25th percentile on the AIMSweb sweep in math but meeting in reading, work in a tier 2 intervention group on math computation and concepts. Teachers use the Envision Intervention Kit or develop their own materials to work on the math skills. AIMSweb materials are used to progress monitor students every two weeks.

4. Additional Curriculum Area:

The United North Elementary Physical Education Teacher has worked on developing a written curriculum addressing the State Learning Standards for Physical Development and Health. The teacher has pulled many programs from the Internet as well as other districts to meet each of the standards and has worked with the other district elementary physical education teacher to bring consistency to the district. She works with a presenter who brings Rollie Robins to students in grades K-3. This program works on nutrition and the importance of physical exercise. The teacher also works with Jump Rope and Hoops for Heart emphasizing the importance of exercise.

The teacher focuses on the necessary skills for each unit she teaches but also makes sure the children understand the vocabulary and know the benefits of each activity. She also has students use pedometers to monitor their own personal health goals. This correlates with our mission statement in working to

empower the students to be productive members of our world.

The teacher is known for her strong physical education curriculum and serves as the mentoring block teacher for Monmouth College P.E. Department each fall working with several students each day. She is also used as a mentor teacher for student teachers through Monmouth College.

5. Instructional Methods:

The school has piloted the Daily Five Reading Program this year in seven classrooms and will have it in all classrooms next year. This program allows for students to work on reading and writing at their level. Each student has their own goal for reading and writing and the teacher meets with each child on a regular basis to determine if they have met their goal and are ready to move on to the next goal. This approach to reading has every student working at their own level.

The teachers also do a guided reading time where they work with groups of students providing direct reading instruction at their levels. The teachers in the lower grades and in the Title Program have leveled take-home books so that the children are taking home books at their independent reading levels to practice on their reading. The teachers in the upper grades use the Accelerated Reading Program for individual reading.

We also have a developed RtI program that provides tier 2 interventions to groups of students who are having difficulty in reading or math. The tier 2 groups are small groups of children from one or mixed grade levels working on an area in reading or math. We also provide individual children who are considered tier 3 with more individualized intense interventions as needed in the area of reading and math.

Since behavior has a direct link to student achievement we also have a developed tier 2 program in our Positive Behavioral Intervention and Support System (PBIS) program to address children who need more than just our universal PBIS program. We have developed a check in, check out (CICO) program for students who need a little more structure. For students who have higher needs we have developed a social/academic instructional group (SAIG) where the students also receive specified instruction on troubled areas with our school counselor as well as being part of the CICO program. For the few students that require more we have a group with an individual feature (G-wIF) where students receive the SAIG instruction, have a CICO form, but have an adult connect with them several times throughout the day. Through our PBIS program we have also identified that our free and reduced children seem to have more behavior referrals so adults in the school have one child they make a point of connecting with each day.

6. Professional Development:

The United School District has limited resources for professional development but allow certified staff to attend in-state workshops that coordinate with the school improvement plans and will enhance teacher instruction. The professional development activities that take place inside the district are usually based on a need in the school. For the 2012-2013 school year a committee of staff from each of the buildings assembled to plan out professional development activities in the district.

United North Elementary School has concentrated on Behavior and Language Arts In-services. In the 2009-2010 school year a Positive Behavioral Intervention and Support System (PBIS) Representative was brought in to give an overview of the PBIS program. As the school developed their PBIS program the universal team attended many PBIS trainings. Also in the 2009-2010 school year a presenter from the Michael Heggerty Phonemics Program was brought in to present the program to our lower level teachers while the upper level teachers worked on reading strategies. In the 2010-2011 school year two presenters were hired from Staff Development Resources to present Six Trait Writing as this program was adopted in the 2011-2012 school year. In the 2011-2012 school year the PBIS Universal Team went through targeted assistance tier 2 training to begin the implementation of our PBIS Tier 2 Program. In the 2012-

2013 school year the Daily Five Pilot Team was sent to a Daily Five Workshop in Chicago with those staff then presenting their Daily Five Program to the other teachers as well as opening it to other districts in January 2013. In February 2013 two former reading recovery teachers taught other staff members how to conduct running records.

Schools in Illinois are also required to have several mandated health trainings each year. Many of these trainings have been taken care of in faculty meetings as much as possible but some professional development time has had to be used for those trainings.

The Regional Office of Education works directly with our school districts and brings in presenters on topics that affect area schools. In March of 2011 the ROE brought in a presenter on Four Block Reading focusing on guided reading. In March of 2012 the ROE brought in Charlotte Danielson Presenters to familiarize the area district staffs on changes in the teacher evaluation system. The ROE is also able to offer after school or all day trainings that make it cost effective for school districts.

7. School Leadership:

The United School District Leadership Team is composed of a principal for each of the school buildings and the superintendent. The school district covers a large land area with at least a twenty-minute driving distance between the North Elementary, High School, and the West Campus (Elementary and Junior High) making face-to-face communications only happening at once a month administrative or Board of Education meetings. The superintendent is housed in the high school but does travel to the other buildings periodically.

The United North Elementary Principal takes care of events at the building but also serves as the elementary curriculum coordinator and heads up the district professional development team. The Principal also serves on the Positive Behavioral Support and Intervention Program (PBIS) on the Universal and Tier 2 Teams, is a member of the Response to Intervention Team (RtI), a member of the Young Author Committee, and attends all Parent-Teacher Organization Meetings (PTO) and events. The principal attends all special education meetings. The principal is in charge of conducting all teacher evaluations and establishing interview teams to hire new staff. The principal is also the one who calls parents at the time of behavior referrals, conducts a morning assembly each day with the whole school, schedules all RtI meetings, and notifies parents. United North is fortunate to have a classroom teacher with a type 75 certification who serves as the Lead Teacher in the time the principal is not available.

The elementary counselor serves both elementary schools in the district as well as serving as the external PBIS coach for the district. The external coach attends monthly PBIS regional meetings as well as keeping track of the District PBIS Programs. The counselor also collects the data for students in the Social/Academic Instructional Groups or the Groups with Individual Features.

The United North Elementary also has a teacher who teaches in the morning but serves as the RtI Coordinator in the afternoon. This person is in charge of gathering the RtI data needed for meetings as well as collecting progress monitoring from the Tier 2 groups. The coordinator also makes reminder calls to parents and provides intensive interventions to some of the students in the RtI program as well as getting materials to staff teaching the Tier 2 groups.

All staff members are responsible for viewing testing data and surveys to help in the development and monitoring of the school improvement plan.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	88	88	91	84	85
Exceeds	31	54	20	20	15
Number of students tested	32	41	35	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	92	62	92	82	70
Exceeds	17	23	33	9	9
Number of students tested	12	13	12	11	23
2. African American Students					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Meets/Exceeds	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	3	6		5	6
5. English Language Learner Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			1		
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	85	88	74	73	68
Exceeds	9	24	11	7	9
Number of students tested	33	41	35	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	85	77	83	73	52
Exceeds	0	15	8	0	9
Number of students tested	13	13	12	11	23
2. African American Students					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Meets/Exceeds	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	3	6		5	6
5. English Language Learner Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			1		
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	98	100	93	89	75
Exceeds	49	18	20	13	5
Number of students tested	43	33	45	53	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	94	100	100	82	68
Exceeds	19	18	9	6	0
Number of students tested	16	11	11	17	19
2. African American Students					
Meets/Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	2	4	5	7
5. English Language Learner Students					
Meets/Exceeds		Masked			
Exceeds		Masked			
Number of students tested		1			
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	94	76	77	66
Exceeds	37	15	22	21	14
Number of students tested	43	33	45	53	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	88	91	73	59	47
Exceeds	13	0	0	12	11
Number of students tested	16	11	11	17	19
2. African American Students					
Meets/Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	2	4	5	7
5. English Language Learner Students					
Meets/Exceeds		Masked			
Exceeds		Masked			
Number of students tested		1			
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	94	82	87	78	73
Exceeds	6	11	4	4	8
Number of students tested	33	44	52	45	40
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	79	69	69	61
Exceeds	17	0	0	0	6
Number of students tested	12	14	13	16	18
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	1	1			
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	4	9
5. English Language Learner Students					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	91	82	83	67	63
Exceeds	33	16	17	13	18
Number of students tested	33	44	52	45	40
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	79	69	44	67
Exceeds	50	14	8	6	22
Number of students tested	12	14	13	16	18
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	1	1			
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	4	9
5. English Language Learner Students					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					