

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Jennifer Hamilton

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

Official School Name Damiansville Elementary School

(As it should appear in the official records)

School Mailing Address 101 East Main Street

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

City Damiansville State IL Zip Code+4 (9 digits total) 62215-1303

County Clinton County

Telephone (618) 248-5188 Fax (618) 248-5910

Web site/URL http://damiansvilleelem.com E-mail jhamilton@damiansvilleelem.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Jennifer Hamilton

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

E-mail
superintendent@damiansvilleelem.com

District Name Damiansville Elementary School District 62 Tel. (618) 248-5188

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Caraker

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	11	20
K	3	3	6
1	5	2	7
2	7	4	11
3	6	7	13
4	4	3	7
5	3	4	7
6	6	5	11
7	10	3	13
8	6	13	19
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	59	55	114

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2014	112
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 2 %
2 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 30 %
Total number students who qualify: 34

8. Students receiving special education services: 11 %
12 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 conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 2 Specific Learning Disability
- 9 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Damiansville community will provide a safe learning environment where all children have the opportunity to learn and succeed to the best of their ability.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Geographically speaking, Damiansville is a village that has a total area of 0.82 square miles located in south western Clinton County, Illinois, United States. Surrounded by acres of abundant farmland, Damiansville is located immediately off of Interstate 64, forty miles east of St. Louis, MO. The population of Damiansville was 491 at the 2010 census, up from 368 in 2000. With rich heritage as a foundation, the Damiansville community displays small town values and pride through the Damiansville School that boast academic excellence, church, civic organizations, and businesses that are rooted in faith and family values.

Damiansville is one of the oldest villages in Clinton County. The first settlers came from Holland and Hanover, Germany in 1837. They called the settlement Dempster, which was the name of a town in their native land. In 1860, the Reverend Bishop Damian Junker of Alton, Illinois secured 20 acres of land to form a new parish for the fifty catholic families in the area. The parish was named St. Damian in remembrance of its founder. In 1862 a post office was erected under the name of Damiansville. A one room school was erected and in 1865 a house was built for the teacher. The school district began renting the building, and continues to rent from the St. Damian's Parish, who is responsible for the upkeep of the building.

In 1940, masonry construction was used to build an addition 11,304 square feet building that included additional classrooms for school usage and a kitchen/cafeteria. As the town increased in population, modular classrooms were added to the property to accommodate the needs of the school and increase in students. In addition, the church built a gymnasium, a new church cafeteria and additional classroom space. Between 1940 and 2011, Damiansville staff, administration, teachers and students moved throughout the various parts of the building and community for "school."

The Superintendent and the secretary/bookkeeper shared an office located in the 1940 building. At one point, second grade was located next to the Superintendent's Office and grades five, six, seven and eight were located on the top floor of the building. A large room that was located in the lower level of the 1940 building was divided into the library; cafeteria and computer laboratory. At some point in the 1970's there was a need for additional classroom space and two modular classrooms were placed in front of the original 1865 building. By 1990, one modular classroom housed the kindergarten and first grade classrooms. There were no bathrooms in the modular classroom so students went inside to use the restrooms in the 1940 building. Third and fourth grades were located in a second modular classroom and it did contain a bathroom. During this period of time the prekindergarten classroom was held in the village town hall (located a block from school) and the gymnasium was located several yards from the original building.

During the 2007-2008 school year the Damiansville and Albers school boards elicited a consolidation study. After the study concluded, both school boards agreed that school consolidation was not in the best interest of either community. Damiansville moved forward with a bond referendum and the community fully supported and passed that referendum. Planning and construction for an additional eight classrooms was underway that included plans to attach the new classrooms to the 1940 building. Today, first through eighth grade students are provided core curriculum instruction in eight new classrooms. The modular classrooms have been removed from the church/school property. The kindergarten and prekindergarten students have classrooms located on the second floor of the 1940 building. The main office is located in the 1940 building and the Superintendent's office is located adjacent to the main office.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Pre-school Curriculum (3 & 4 year old Program):

The Pre-K Program in Damiansville is a grant funded program administered by the Regional Office of Education #13 and is housed at Damiansville Elementary five afternoons a week. The Pre-K program uses the Creative Curriculum which is aligned with Early Childhood learning standards. The curriculum features studies that are enjoyable, in-depth investigations that begin with children's questions and encourage them to apply skills in literacy, mathematics, the arts, and technology as they explore concepts in science and social studies. The focus of the Creative Curriculum is to provide curriculum, assessment and diagnostic tools that are used to indicate student readiness for primary school. The Pre-K program has a huge positive impact on an individual students' level of school readiness and success in the Kindergarten classroom.

Kindergarten: Skill development and school readiness continue to be a focus in the kindergarten classroom. Students enter kindergarten displaying a wide range of skills, reading levels, math skills and overall maturity levels. In order to fully prepare students to move from the kindergarten classroom into the elementary curriculum the teacher uses a variety of resources, assessments and diagnostic tools. Specifically, the kindergarten teacher uses Jolly Phonics, Michael Heggerty and Teddy Bear Press readers to expose students to reading at their identified reading levels. Students are grouped into literacy groups according to their reading levels and instruction is adjusted to meet the specific needs of each group. Students are exposed to writing activities on a daily basis. Students count words, find punctuation, place words in the correct order, write sentences and create illustrations for the sentences they write. Kindergarten students use math concepts in most every part of their day. The My Math series is used to support math skill development and the teacher provides supplemental activities for students who demonstrate competency in curriculum. Math activities include calendar time, timed addition and subtraction tests, decomposing numbers, patterns and money. The kindergarten teacher uses the KIDS assessment to monitor and identify student progress and development. Students who demonstrate below grade level standards are placed into one on one or small group intervention groups where they receive specific skill development instruction and are more closely progressed monitored.

Elementary (1st-4th Grade) Curriculum:

Elementary reading curriculum uses a basal approach to reading instruction that combines language arts and reading curriculum. The reading curriculum uses the Harcourt Trophies series and includes a one week study of an individual story. Teachers utilize a number of instructional strategies that focus on vocabulary, reading comprehension and decoding skills, author's point of view, theme, discussion skills, writing skills, and assessments of student levels of comprehension and vocabulary. In order to support reading and writing skill development, the elementary teachers use the Macmillan/McGraw-Hill Language Arts series. In addition to using basal readers, the Harcourt Trophies series and LA curriculum, Damiansville uses the Accelerated Reading program at all grade levels (1st-8th). Specifically the AR program is designed to promote and encourage independent reading and provide the motivation for struggling students to become lifelong readers. The AR program is used to connect students with books that are based on individual reading levels and to set high, but achievable goals. The end result is a celebration when goals are achieved and the continued motivation of students to set and reach new AR levels. The AR program is also used to encourage gifted readers to progress to higher levels of reading. Generally speaking, each teacher looks for fun ways to engage students in reading activities that bring each story to life.

Elementary students are engaged in the "My Math Curriculum Series" that is fully aligned with common core. Students are engaged in daily guided and independent practice lessons designed to lead students to mastery of specific grade level standard. Some of these activities include peer to peer and hands on lessons that reinforce the instructional objective. The curriculum provides a starting point for teachers, but they also build upon their instruction by utilizing a repertoire of instructional and assessment tools to determine whether the student has mastered the new concepts. Math homework is assigned for reinforcement of the newly presented concept. If students do not demonstrate competency, the teacher uses the information to

provide direct or whole class instruction that supports the skill development of students. Individual students who continue to struggle with concepts are placed into the math intervention program.

Elementary science curriculum is provided by the Macmillan/McGraw/Hill Science series. Teachers use the text and often bring in outside resources to supplement the science curriculum. Experiments are what make science and learning fun. Teachers engage students in as many hands-on science experiments as time and resources permit. Throughout the lesson, students are exposed to vocabulary that reinforce concepts and real world terms that are connected to newly adopted science standards.

Elementary social studies curriculum is Macmillan/McGraw/Hill "My Country's Regions" and Harcourt-People We Know-Illinois series. Students engage in U.S and World History, geography, history, and economy of regions and foreign countries. This curriculum provides the teachers the opportunity to expose students to specific world cultures, languages, climate, food and history of many different countries.

Math: Junior High math uses common core aligned "My Math" curriculum series. Students engage in mini-lesson where the teacher provides whole class instruction. After reviewing previously learned and new concepts, the class splits into three skill based groups. One group works with the teacher who provides re-teaching and direct instruction, one group uses technology devices and engage in IXL skill development and practice activities, and the third group works independently or with a partner to practice newly presented math concepts. Students rotate through each instructional activity. The teacher uses group time to check individual student understanding by asking questions and providing students the opportunity to demonstrate the problem solving methods they are using. During the last portion of the class period the teacher and entire class reunite and the teacher engages students in a discussion about what was learned, and provides students with one last opportunity to ask questions. This enables the teacher to quickly assess the level of mastery of the newly presented material. In addition, the teacher assigns homework to reinforce lesson concepts. Assessments are used on a daily basis to determine the level of mastery and used to plan and prepare future instruction.

Reading/Language Arts: Junior High English Language Arts uses Reading Street (5th/6th) and Prentice Hall Literature (7th/ 8th), along with novels, articles, and primary sources, to address the common core standards. Reading/LA activities include: engaging students in a daily whole group daily language review to re-enforce grammar concepts, writing skill development, exposure to literature, seven keys to reading comprehension and types of text structure. Literacy groups are formed by placing students into groups based on Lexile scores. The teacher works with literacy groups and assesses comprehension levels. The instructional goal is for students to critically evaluate what they are reading, be able to make inferences about what is being read, connect the story or information to other stories, and be able to verbally discuss and support their thoughts during a whole class or group discussion. Most reading assignments have a writing component and students use grammar skills to present and support their thoughts, cite text examples and make connections between the author's purpose and theme and their own opinions. The teacher uses STAR 360 to progress monitor reading comprehension levels of students and identifies and place students into intervention groups.

Science: Junior High Science students acquire foundational science skills by engaging in a highly interactive classroom setting. Students are challenged to complete activities, demonstrations, and projects that require them to think about the big picture. In order to develop the critical thinking skills students use daily, the students are often asked to create learning activities. Students are provided rubrics and guidelines that allow them to focus on the material while having the freedom to adjust the activity to meet their interests in a manner that best assists them with understanding the material. Articles are aligned with individual reading levels of students and are designed to promote reading across the curriculum. Math problems are embedded within the science curriculum and require students to apply math to solve real world science problems. By showing the students different areas of focus, they have the ability to engage in a variety of learning methodologies that can be adapted to suit their personal learning abilities. The end result is a group of students who are able to demonstrate competency in science standards.

Social Science: Junior High Social Studies exposes fifth grade students to world history, sixth grade geography, and seventh and eighth grade U.S. and Illinois history and government. The core focus is the

alignment of social studies content with common core goals that target comparing and contrasting, cause and effect, differentiating between reliable and unreliable sources, inference of non-fiction text, and supporting information and statements with facts. Skills are learned and achieved through a variety of teaching methods; ranging from student led lessons, team and individual research and presentations, group discussion, debate, and teacher led discussion. Depending on the topic being employed, cross curriculum skills are incorporated such as: math in economics, map skills and writing skill development. In addition to specific grade level content, each grade also includes several days a month improving discussion skills by reading and discussing articles, inferring, summarizing, and providing an opinion with supporting details.

2. Other Curriculum Areas:

Visual and Performing Arts (Music) - All students are exposed to visual and performing arts throughout their K-8 curriculum and attend both choral and band classes two times per week. The focus of the Damiansville Arts program is to expose students to various instruments, composers, musical styles, and basics of music theory. The program not only teaches music, but also math (scales, tones), history (composers, musical genres), and language (written music is like language in that it has syntax, structure, rules). Junior high students are provided direct instruction in a group setting twice a week and lessons one time per week. Third grade students are introduced to the recorder and chose which band instrument they are going to learn. Fourth grade students are scheduled into beginner band, and fifth through eighth grade students are enrolled in concert band. Two concerts (winter and spring), including performances by both the chorus and band are performed for the entire community. In addition, the students perform in a number of additional informal concerts and performances, such as Veterans Day and other seasonal and special occasions. The winter concert includes a small musical performed by the primary grades, with the fourth grade students playing the lead roles. Concert band students participate in district and state solo and ensemble contests. Select seventh and eighth grade students also participate in the county wide band and choral festival with all of the other grade schools.

Physical Education - Every student is enrolled and participates daily in a forty-five minute physical education/health course. Engaging students in a variety of physical education promotes lifelong health and fitness awareness and activity. The focus of our physical education is to expose students to a variety of activities that students participate in with a group (team) or as an individual. The goal is for students to understand and be able to apply the history, rules, skills, and dynamics of the activity and improve their personal skills. Also, students work together to improve their skills/knowledge to accomplish a collective goal. Students are exposed to health and nutrition curriculum throughout each physical education course. By combining movement (traditional physical education activities) with health and nutrition concepts, our students have a better understanding of what it means to live a healthy lifestyle that extends beyond the walls of school.

Foreign Language is embedded into our existing curriculum. Since a large number of the Damiansville students are English as a Second Language Learners with non-English speaking parents, the elementary teachers embed Spanish language instruction, including vocabulary lessons in both English and Spanish, comparing the origins of words and how many English words are derived from different languages and cultural activities. In order to support the language development and continue to expose students to foreign language(s), the 5th-8th grade social studies curriculum includes Spanish language vocabulary development, the study of Spanish culture and an exposure to countries where Spanish is the primary language spoken. Both Spanish and English signs are displayed in areas throughout the building that provide visual reminders for our students and assist them in developing their Spanish and English vocabulary skills and for students to recognize the importance of being bi-lingual.

Technology - Students begin to learn how to use the computer and develop skills beginning in kindergarten. The kindergarten students are using both desk top computers and iPads in their daily lessons. Each elementary classrooms has desk top computers within their classrooms and is able to access Chromebooks as needed. In this ever changing technological world, coding has been widely recognized as the "new foreign language". Because of the importance of ensuring our students are prepared for their secondary and post-secondary pursuits, each junior high student is enrolled in a technology course where they are exposed

to the basics of coding. By making technology an intricate part of the curriculum, all students are provided the opportunity to learn essential computer skills which will enhance their education now and in the future.

3. Instructional Methods and Interventions:

All available research indicates that students who are not reading, decoding, fluent and able to comprehend at the 3rd grade level (by the end of their 3rd grade year) are more at risk of being retained, or dropping out of school. In order to combat this statistic, the focus of the Damiansville staff is to target elementary students reading below grade levels and provide one on one targeted instruction to "catch" these students up to their grade level peers. In addition, the Damiansville teachers are committed to differentiating their instruction so all students are able to learn and demonstrate growth. In every grade level any student who does not demonstrate competency, or who is identified as not making an acceptable amount of individual growth, is placed in a targeted intervention.

Damiansville students' reading comprehension and math skills are assessed quarterly through the Star 360 assessment tool. This assessment data provides the specific information teachers need to provide direct and targeted instruction for struggling students. Teachers use books and materials within the classroom that match the student's reading level and Lexile scores. During in class instruction, each classroom teacher provides accommodations, re-teaching, skill development and curriculum at the academic level of the student. The regular assessment of students provides data for teachers to record and track student progress. Students who fall below grade level standards are "pulled out" of non-instructional activities and are provided support by a reading or math interventionist. The interventionist is able to provide small group and/or one to one targeted reading and/or math instruction for those students who are not progressing at the same rate as their peers. Once a student demonstrates grade level competency on their quarter assessments, they return to their regular schedule.

In order to fully support the academic needs of all students, the Damiansville School District secures additional funds to purchase leveled literacy and math intervention systems. The commitment of the School Board to provide necessary funds for individual and/or small-group, supplementary literacy interventions are significant. Teachers are provided the resources and tools necessary to embed interventions and support within their instructional activities. In addition, students have the opportunity to receive the personal attention and instruction they require through the assistance of an Interventionist. This results in Damiansville students demonstrating growth. Through systematically aligning the School Boards' commitment to providing high quality resources (that are aligned with learning standards) and financial support with school improvement goals, the Damiansville students are able to expand their knowledge and demonstrate growth.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Data clearly drives the school improvement process, which includes setting and monitoring school wide instructional, student growth, and culture and climate goals. The Damiansville teaching staff utilizes norm referenced tests to assess individual student growth. In addition, each teacher uses both formal and informal assessments within their class to assess the individual (daily) progress of students. All assessments, and the data produced, are used by the instructional staff to set individual, grade level and school wide improvement goals. Some examples of assessments utilized by Damiansville teachers include, Star 360, Accelerated Reader (AR), IXL math and reading, running records, teacher created assessments that are aligned with common core learning standards, PARCC assessment results and results from the 5 Essential Survey tool.

School improvement time provides teachers with time to analyze individual student performance data and evaluate the effectiveness of their instruction. In addition, teachers use SIP time to create binders that demonstrate and track individual student growth and that information is compiled and shared with parents. Individual student goals are created and the teacher works with each student to ensure they have a complete understanding of their current level of performance and set goals for future performance. Each student binder is shared with the next grade level teacher who is able to continue to monitor and track individual student performance as they progress through grade level curriculum.

The Damiansville staff believes it is important to engage in a process of continuous evaluation of where teachers, students and parents each have a responsibility for setting and reaching the goals that are set for the school and individual students. Students who are not demonstrating grade level competencies or growth at the same rate as their peers are quickly identified and placed into small or individual intervention programs that are targeted to meet the needs of that student. The direct result of setting clear school wide and individual goals is the creation of a school improvement plan that is created by a cross representation of a school building, is data driven and positively impacts a sense of shared responsibility for improving student achievement and school culture.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The overall Damiansville school climate is shared between all stake holders: school board, administration, certified and non-certified staff, parents and community members. All stake holders hold students to high levels of academic and behavioral expectations. In addition, the stake holders provide the financial support required for the school to meet these high expectations. The school board works hard to maintain a high level of fiscal responsibility to the local community and tax payers to ensure each dollar spent directly impacts and supports student achievement and growth. The Parent Teacher Organization (PTO) works closely with the school board to ensure all of the instructional, academic, supplies, and social needs of a school system are met. Often times the PTO steps in and provides the financial support required for the school to keep up to date curriculum, technology and resources in the hands of the students. Recently the PTO worked with the school board to purchase Chrome books and a cart so students have every opportunity to be exposed to current technology and stay connected with the ever changing technological world. In addition, when district resources are limited, the PTO purchases up to date curriculum that is aligned with common core standards that would not otherwise be available to students. By establishing a climate of shared leadership, the Damiansville school district promotes and empowers an environment where teachers are involved in the decision making process. The teachers are important members of the school community and are invited to share their concerns and needs with the school board and have equal decision making within the PTO. As equal members of the PTO, teachers are able to freely share their needs during monthly meetings and have equal voting rights to determine how funds will be used to support the needs of the school and students.

The Damiansville staff works hard to engage and motivate all students to be involved in the school community, both academically and socially. Teachers work directly with each student to set individual goals. Students are rewarded for setting and reaching their academic and behavioral goals. When students demonstrate achievement within the classroom setting, the entire class celebrates that achievement together. When an entire class or groups of students achieve their set goals, the achievement is celebrated. Often cheers can be heard coming from a classroom where a student worked to solve a problem and their classmates responded. The PTO provides the financial support to reward students for their hard work in the classroom by providing the funds necessary to take students on instructional and curriculum related field trips. The PTO also provides the financial support required to motivate and reward students with fun activities such as movies, bowling, and other types of school wide celebrations. For example, the students were treated to an afternoon party after receiving news that our students scored the highest in four local counties on their 2015 PARCC exam. Another example of a school wide reward occurred after one hundred percent of all students reached their individual accelerated reader (AR) goal. Whether it is as an individual, group, grade, or entire school the Damiansville teachers and students work hard and celebrates their accomplishments.

2. Engaging Families and Community:

The opportunity to work with families of diverse backgrounds that include differences in education attainment levels of parents, socio-economical discrepancies, ethnic, racial and religious beliefs, provides the Damiansville teaching staff with a number of challenges. The Damiansville teachers are very aware of how important the entire community is to the health and well-being of the school district and each individual school. In order to build and sustain productive relationships with parents and community members of diverse backgrounds, the teachers carefully observe and listen to the needs of students and their parents. The Damiansville administration and teachers work towards making sure all stakeholders have a voice in establishing the school's mission, vision and goals. In addition, the Damiansville teachers and administrative staff work with community agencies to provide a variety of support services for any specific academic, physical, and social/emotional needs of students and their families. The Damiansville administrative and teaching staff has worked with local community members to provide backpacks, school supplies, clothes, coats, health care services, mental health services and food regardless of the families' level of need. In every interaction with every child and parent, it is the Damiansville school staff's goal to

provide a school climate where all members of the school community feel welcomed, respected and a valued member of our school community. The direct result of interacting with adults and students with dignity and respect is a school climate that is student-centered, warm, welcoming, non-threatening and accommodating of the individual interests and needs of all students.

3. Professional Development:

Damiansville is committed to utilizing professional development to effectively meet the professional responsibilities of teachers and begin moving students toward higher levels of comprehension and achievement. In order to provide high quality, standards aligned professional development, Title II funds are used entirely by teachers for the sole purpose of reimbursing and securing high quality professional development activities. The staff development plan is linked to the district's overall mission and specific school improvement goals. This plan is designed to have the greatest impact on student growth by compiling concrete data that is reflective of the stated needs of the teachers and interests of the entire learning community. After collecting preliminary data, the teachers and administrators begin setting goals that link professional development to the needs of staff and student. This collection of data is essential to creating a comprehensive program and establishing goals that Damiansville teachers can use in their own instructional practices that are designed to significantly impact student learning.

Much of the Damiansville professional development include activities that improve and increase teachers' knowledge of academic subjects and enable each teacher to align core curriculum with common core standards. Teachers work collaboratively to ensure there is vertical and horizontal alignment between core curriculum, attend grade level, curriculum and workshops that focus on providing them with the resources and tools they can utilize to improve student performance. In addition, teachers meet regularly with colleagues from other Clinton County schools to ensure that the Damiansville curriculum is aligned with curriculum being taught in other schools.

Teachers are encouraged to pursue activities that meet their specific instructional goals, student needs and school improvement outcomes. The teaching staff is involved in planning the professional development activities that are offered during each of our half-day school improvement days. Teachers who attend professional development workshops bring new information back to their colleagues and provide mini professional development activities for the entire staff. Follow up activities are planned to support the initial goal. Each professional development activity includes an evaluation component and teachers provide feedback to their colleagues and building administrator after completing the activity. This feedback is used to determine the impact the activity has upon the teacher and how it will impact student growth and our school improvement plan.

4. School Leadership:

All individuals within a school community are equal contributors to its success and accomplishments, and the only difference between these individuals is the roles in which they serve: school board member, administrator, teacher, supporting staff, parent, student and community member. The current leadership style is to work collaboratively with all members of the school community to establish and maintained a shared vision and goal for the school that is aligned with the District's mission, vision and goals. The Board of Education maintains an open-door policy for any staff or community member to voice an opinion or concern for the betterment of the district. The input received from various stakeholders in the district is vital to the decisions made by the Board. In order to support the Board's philosophy, the superintendent works to build trust among the Board of Education, teachers, community members, parents and students and keep the lines of communication open. The Board is committed to being accessible, approachable, and visible throughout the school and local community so all stake holders have an opportunity to build a trusting relationship with one another. The Board of Education understands and appreciates that building trust takes time, action and commitment to making decisions that are made in an ethical manner with integrity and fairness so a climate of trust is created. Since there are no shortcuts for establishing trust, but also recognizing the that trust is a vital component for establishing and maintaining a school building whose shared vision is student and community centered, the Board remains committed to this goal. As the

result, the Damiansville School Board demonstrates that it is committed to operating in a manner that is representative of the village of Damiansville and the parents and students it serves.

In order to be effective, both the School Board and superintendent strive to be good communicators and listeners so each stakeholder believes they have voice in the decisions being made and trust that the ethically right decision will be made. In addition to establishing a climate of trust and commitment to shared mission, vision and goals, the Board and superintendent promotes shared leadership and responsibility among the Damiansville teachers and staff. The Board believes that each member of the school community shares the responsibility for teaching, learning, and using data to evaluate student growth, and supporting efforts to provide a high quality academic program for students. This responsibility is shared between the teaching staff, parents and entire Damiansville village. As a result, each member of the school community is devoted to providing high quality instruction, curriculum and support to positively impact the lives of all students. By being student centered, collaborative in nature, devoted to the educational process and strong work ethic, the entire school community works collaboratively to provide the curriculum and support necessary for all students to be successful and prepared to be work force and college ready. The direct result of this shared responsibility and commitment to providing high quality and student centered curriculum is a student population that is academically, socially and personally successful.

Part VI – INDICATORS OF ACADEMIC SUCCESS

In 1996, Hilary Rodham Clinton's book "It takes a Village" was published and spent eighteen weeks on the best seller list, including three weeks at number one. In the title of her book Mrs. Clinton gives tribute to an African proverb: "It takes a village to raise a child." The saying and its attribution as an "African" proverb were well into circulation before it was adopted by Clinton as the source for the title of her book, but it reminded many parents of the importance of community in the overall education and development of a child. Before the publication of Mrs. Clinton's book, the Damiansville Village has had a rich history of being fully supportive and involved in the success of the Damiansville School District and student's it serves. Because of the commitment the Village has to providing the financial, physical, and emotional support to the school district the Village is rewarded. Even though one-third of our students is eligible for free and/or reduced lunches, the Damiansville students had the highest 2015 PARCC scores in a four county area. This achievement is remarkable!

There is not one practice that stands alone in creating an environment where the Damiansville student is impacted. It is a collective, wholistic approach to meeting the needs of each and every individual student. It is because of the Damiansville Village's commitment to the education process of children that our school is successful. The School Board, administrator, teachers, staff and parents are a unified organization of individuals who care and give their time and attention to meeting the everyday academic, social and emotional needs of each student. Even in the time of financial uncertainty, the reduction of state aid and the looming impact of property tax freezes, if there are needs the community rallies together to address that need. With that said, the one practice that significantly impacts and makes the Damiansville Elementary School District 62 so successful is the commitment of the entire Damiansville Village. Together we provide high quality instruction, curriculum, supplemental resources, assessment tools, enrichment activities, socio-emotional support and the necessary finances so our students can reach their fullest potential.