

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. James Zursin

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

Official School Name Eastview Elementary School

(As it should appear in the official records)

School Mailing Address 540 Longwood Drive

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

Algonquin IL 60102-3051  
City State Zip Code+4 (9 digits total)

County Mchenry County

Telephone (847) 532-7400

Fax (847) 458-5509

Web site/URL https://www.d300.org/ees

E-mail james.zursin@d300.org

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\*Mr. Fred Heid

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail frederick.heid@d300.org

District Name Community Unit School District 300 Tel. (847) 551-8300

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 Mrs. Anne Miller

(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**

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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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 25 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
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	14	33
K	28	35	63
1	39	32	71
2	29	37	66
3	42	34	76
4	34	29	63
5	50	40	90
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 or higher	0	0	0
<b>Total Students</b>	241	221	462

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 2 % Black or African American
  - 33 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 59 % 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 2017 – 2018 school year: 6%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2017	484
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 15 %  
70 Total number ELL

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

Spanish, Polish, Serbian, Arabic, Philippine, Japanese, Ukrainian, Romanian, Mandarin, Urdu, Russian, German, Bulgarian, Creole

7. Students eligible for free/reduced-priced meals: 43 %  
Total number students who qualify: 199

8. Students receiving special education services: 24 %  
111 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.

- |                                  |  |
|----------------------------------|--|
| <u>24</u> Autism                 | <u>5</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>1</u> Deaf-Blindness          | <u>14</u> Other Health Impaired                |
| <u>24</u> Developmental Delay    | <u>12</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>34</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</u> Intellectual Disability | <u>4</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 24:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	95%	95%	96%
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 2018.

<b>Post-Secondary Status</b>	
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

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.

Eastview Elementary School is directly aligned to District 300's central mission: to ensure all students are college or career ready upon graduation.

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**

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John F. Kennedy said, “Children are the world’s most valuable resource and its best hope for the future.” At Eastview Elementary School, we recognize the amazing ability of our children to learn, grow and become contributing members to all our futures. We help them strive to reach their potential as learners and as unique individuals. At our school, we consider Eastview Excellence to be the goal of every child and staff member. When you walk the halls, you will see “Eastview Excellence” on the walls as a reminder to all of us as we strive to be Eastview Excellent as learners and as people.

Eastview Elementary School is located in the town of Algonquin, which is a village in McHenry and Kane counties. It is a suburb of Chicago, located approximately 40 miles northwest of the Loop. As of 2017, the estimated population was 31,017.

Eastview’s students range in age from preschool through fifth grade. Eastview also has six self-contained special education classrooms. These classrooms service students from all over District 300. The remainder of the student population comes from the surrounding Algonquin area, who walk to school or ride the bus every day. To date, Eastview has 462 enrolled students comprising of 2% Asian, 2% African American, 33% Hispanic, 59% White, and 4% who are from two or more races. Within these populations there are many languages represented, such as, Arabic, Philippine, Japanese, Ukrainian, Romanian, Mandarin, Urdu, Russian, German, Bulgarian, and Creole. Fifteen percent of the student population are considered English Language Learners (ELL). Approximately 43% of our students are eligible for free/reduced-priced meals.

What sets Eastview apart from other schools? Eastview students perform well because of outstanding instruction, but there is something else. Eastview is a tradition-rich school and we include the community in these traditions. There are three engaging events that take place annually at Eastview. First is our 9-11 Ceremony. Starting in 2002, on September 11, the year after the terrorists’ attacks in New York, Eastview has every staff member and student gather around the flagpole in the front of the school. We invite local police officers, firefighters, and veterans to share the morning with us. What began as a remembrance of what the first responders did for us has evolved to appreciating what our first responders do for us daily. American flags surround the grassy area where we gather and it is an amazing visual scene. The day is marked to honor and celebrate the work that our first responders and our local heroes do for us each day. We say the pledge, students sing songs and we remind each other why September 11 is a day we should never forget. The students gain a greater understanding of what amazing roles our first responders play and why this reflection is significant.

The second event occurs in January, as the staff at Eastview gather to create an enjoyable fundraising experience for children called our Action for Alzheimer’s night. Students participate in teacher directed activities that promote physical fitness, teamwork, and plain old fun. We charge fifteen dollars per family as a donation. All fifteen dollars goes to the Alzheimer’s Association. Our Community partner, the Bridge Church of Algonquin, provides dinner for our students and their families. It is a wonderful opportunity for parents to socialize and for students to play games for a good cause. Students see their teachers in an entirely different setting, which bonds them together in a completely new way. Once all donations are collected, Eastview writes a check to the Alzheimer’s Association in the name of Barb Hinkle, a former Eastview kindergarten teacher, who had to leave the profession she loved because of this terrible disease. This tradition has lasted the past seven years and we are excited for next year’s event.

Our third tradition has lasted for over twenty years. Bear Necessities Pediatric Cancer Foundation is an organization founded in late 1992 by Kathleen A. Casey, CEO/President. The foundation is named in memory of her eight-year-old son, Barrett “Bear” Krupa, who died after a courageous five and a half year battle with Wilms Tumor, a form of pediatric cancer. Barret Krupa was an Eastview student and Eastview has continued his fight to find a cure by raising money for pediatric cancer research. In May, we share with students how Barret Krupa wanted to help other kids who had cancer, so we provide them an opportunity to raise money and awareness. Several teachers who are still at Eastview can remember working with Barret when he was a student here. This May you will find us with the entire student body walking together on the track. This year we are “Going the Extra Mile” for Bear Necessities. Students, staff, and parents will walk

together to support this great cause.

Further in this application we will describe the systems in place that support students to reach their full potential in all academic areas. If there is one single question that you will hear spoken from any Eastview educator it is, "What else can we do for this child?" We refuse to rest until each child is inspired and challenged to use all of their skills to reach their full potential.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Eastview provides their students with a rigorous language arts core curriculum through a comprehensive literacy program. Core curriculum lessons are aligned to the Common Core State Standards (CCSS). Priority standards and data-based decisions drive the planning of instruction to deliver high-quality, evidence-based instruction for all students to reach their academic potential.

Our school implements a variety of curricular approaches, which consider the whole child through whole group and small group instruction to match specific learning objectives. We approach learning through multifaceted thinking, planning, and designing of curriculum through integration, collaboration, and coordination as well as vertical alignment across grade levels.

All language arts follow a rigorous digital scope and sequence and is delivered through a variety of formats to teach vocabulary, phonics, comprehension, and writing. Students learn to manipulate technology and receive computer literacy throughout their day. Students in upper elementary grades transition to a focused technology approach through questioning, researching, writing, and making real life connections. Technology is also utilized in building strong and consistent communication with parents.

In whole group, students receive direct instruction in content that challenges students to think critically, develop their schema, problem solve, and assist them to become independent, strategic learners. Teachers model explicitly and scaffold all instruction through differentiation and through a student-centered authentic learning experience. Instruction is goal focused, not grade focused.

Teachers utilize leveled readers, trade books, and rich literature as well as other resources to differentiate learning. Groups are flexible, and adjustments are made based on data. ELA is assessed throughout each quarter by observation as well as giving formative, I-ready, and summative Galileo assessments. This data guides instruction to reach standards. Students in all grade levels receive targeted guidance through our WIN (What I Need) program of instruction which promotes individualized learning.

#### **1b. Mathematics:**

The CCSS is the driving force behind our math curriculum. Math Expressions is used throughout the district to support those standards. Eastview ensures that instruction follows these standards so that students can be academically successful. The district also provides instructional math coaches who serve as additional support for teachers looking to perfect their teaching methodologies.

Eastview is proud to be a data-driven school. Data points are used in the beginning, middle, and end to help guide and differentiate instruction. I-Ready, formal and summative assessments, along with observations, exit tickets and activities are used to provide us with data points. These data points are used to differentiate learning, which occurs through guided math, after school academic club, i-Ready testing, collaborative math talks, and our WIN time.

Integrating the eight mathematical practices into problem solving is a common theme throughout all units. Making sense of problems, using multiple strategies, explaining one's thinking, and persevering in solving equations promotes mastery of math skills and mathematical thinking and application. Our ultimate goal is for efficient mathematical understanding. Furthermore, common mathematical language is used throughout the grade levels to provide continuity of math instruction. We model and encourage students to have a positive mindset towards math, where challenge is embraced and students have confidence in their mathematical thinking and reasoning.

Eastview teachers and paraprofessionals work together to make sure all children succeed in math.

Communication between grade levels is essential for this success. We use what we learn from each other to help refine and remedy any gaps we find in instruction. The collaborative relationships we foster elicits a very positive environment where teachers, paraprofessionals, and students are able to learn and grow together.

If you were to walk the halls of Eastview during math and visit each room from preschool to fifth grade, you would see hands-on learning, math talks, small group instruction, collaborative problem-solving groups, explicit instruction, and children expressing enthusiasm for mathematical challenges.

### **1c. Science:**

In District 300, our science instruction is anchored by The Next Generation Science Standards (NGSS). These standards outline what concepts students need to understand and what science/engineering practices they need to be able to master. We help our students acquire these concepts and skills through the 5E instructional model. The 5E stages are: Engage, Explore, Explain, Elaborate, and Evaluate. These stages help create a science experience that is hands-on and focused on solving real world problems. Since implementing the 5E's, we have seen an increased number of students engaged in science lessons. As a 1:1 school, our online science program has allowed our students to solve real world problems through virtual experiments. For example, third grade students are able to use their conceptual knowledge of interactions in ecosystems in a virtual experiment, allowing them to test various designs and identify possible impacts on the natural environment.

In addition to our core science curriculum, our students also receive instruction in, science, technology, engineering, and math (STEM). Our core STEM curriculum integrates engineering with elementary science, literacy, math, and social studies by engaging students in problem-based engineering challenges. Students redesign parachutes that meet specific criteria for size and drop speed, engineer windmill blades that catch the most wind, and improve the process of making play-doh. These are examples of the types of tasks completed to strengthen problem-solving skills, function in three dimensions, and to increase student awareness of scientific and technical careers, all of which are necessary for success in the 21st century.

Throughout each unit, students are given formative assessments to guide instruction. At the end of each unit, a summative test is given to assess students' understanding of the standard taught. Fifth grade is formally assessed using the Illinois Science Assessment.

By teaching both science and engineering, our NGSS standard-based curriculum is changing not only the way our students experience real-world science, and how they view themselves as engineers and scientists, but also has helped to develop deep and clear understanding of foundational skills.

### **1d. Social studies/history/civic learning and engagement**

The faculty and staff of Eastview Elementary School appreciates the critical need for students to understand the fundamental history, structure, and malleable future of the world in which we live. In the primary grades, social studies students explore and learn about the community around them, while the intermediate grades move into an exploration of their nation and its history.

Social studies instruction also helps support literacy skills through critical reading and writing instruction. Our social studies lessons are aligned with the CCSS for English Language Arts & Literacy (CELA) to ensure that students develop literacy skills through learning social studies. These standards are organized around four college and career readiness strands: reading, writing, speaking and listening, and language. At the end of each unit, students are given a summative assessment to check for understanding of each standard.

At Eastview, we not only learn the dates, places, and people who have made our country what it is today, but rather create an environment in which the children can immerse themselves in the ideas and ideals that made this country great. Educators at Eastview have used songs, stories, drama, plays, musicals, living history presentations, and hands-on projects. These educators strongly believe that it is experiences that

create opportunities for students to learn of our nation's past and present, as well as to learn from our country's triumphs and mistakes.

Proudly, Eastview Elementary School is committed to not only learn about the community around us, but to become an integral part of it. To learn of the many essential jobs that allow our community to function on a daily basis is one thing, but to meet and honor those who provide for and protect our community has fashioned a deeper understanding of civics, and has fostered a great deal of civic pride in the children of Eastview. The children have been introduced to village leaders, they've met and learned from their state and federal representatives, they've met and thanked the police officers and firefighters who protect them, and they've shaken hands with the local veterans who have risked their lives for us.

At Eastview, students don't just learn about history and their community, they live it.

### **1e. For secondary schools:**

### **1f. For schools that offer preschool for three- and four-year old students:**

Eastview Elementary's Preschool goal is to ensure that children experience a meaningful high-quality education that prepares them for Kindergarten. Children are challenged beyond preschool expectations. Eastview encourages parents to take an active 50/50 partnership in their child's learning. Each year the program has the potential to serve up to 40 children. Since 2011, we have met the needs of approximately 320 students. The program is a blended environment with Preschool for All and Special Education for ages 3-5. Teaching Strategies Gold is used to assess progress in 10 areas of development and learning (social/emotional, physical, language, cognitive, literacy, math, science and technology, social studies, and arts). Gold objectives are aligned to Common Core State Standards and include indicators for school success. Eastview has earned the Gold Circle of Quality through ExceleRate, Illinois.

## **2. Other Curriculum Areas:**

At Eastview, art instruction occurs every other week and is aligned to four anchor standards: creating, presenting, connecting, and responding. Students create artwork using the elements and principles of design, and present them in various art shows throughout the year. Students explore the connections between art and our global society through art creation, discussion, response writing, and hands-on activities. All art projects that are created are proudly displayed on bulletin boards throughout the school and are updated monthly.

Music instruction occurs twice a week and is aligned to four anchor standards: creating, performing, connecting, and responding. Students learn the principles of beat, rhythm, melody, harmony, and music notation while creating and performing music. Students explore the connections between music and our global society through song, discussion, response writing, and hands-on activities involving a variety of musical instruments. Each grade level works tirelessly with the guidance and creativity of our passionate music instructor to produce a lively and entertaining musical concert performance each year. These thematic productions send an age-appropriate and uplifting message to the audience while students do choreographed movements, use colorful props, participate in speaking parts and memorize and sing multiple songs to make the performance come alive on stage. New performances are created each year to keep them innovative and exciting.

Students in fifth grade can elect to participate in band or orchestra. Students can choose flute, clarinet, oboe, trumpet, trombone, violin, viola, cello, or bass. Students will develop basic musicianship, note reading skills, and will participate in performance experiences.

Eastview provides Physical Education (PE) twice weekly to general education students and up to four sessions weekly for those in our special education program. Elementary physical education instruction focuses on basic motor and object control skills. Through the usage of engaging games and activities, the

physical education program educates students on health enhancing behaviors. During PE students at Eastview focus on skill development which may include striking, kicking, throwing, catching, dribbling, volleying, and overall physical fitness.

STEM instruction occurs every other week and allows students to engage in inquiry-based activities specific to the disciplines of Science, Technology, Engineering, and Mathematics. These disciplines are taught in an integrated manner and provide students with hands-on, problem-solving experiences related to scientific phenomenon.

At least once a week, children engage in our Social Emotional Learning (SEL) curriculum, Second Step. Second Step gives students the tools to excel in and out of the classroom. Teachers have noticed improvement in overall student behavior and even see the most challenging students making advancements while utilizing this program. Students learn to improve their communication skills, manage their emotions, increase situational awareness, and increase academic and social achievement through having empathy for others. In classrooms from early learning through grade five, students learn invaluable skills that help them navigate their way through school as well as their community. Second Step's age-appropriate games, activities, and multimedia lessons engage students and help guide children on paths to lifelong success.

The students in our school engage in library and media center time once a week. During library time, students can explore the library and choose independent reading books from our school collection. Often our school librarian will introduce and encourage students to read and explore award-winning books from such honors as the Caldecott Medal, the Newbery Award as well as the Bluestem Award. She engages students in sharing and reading picture books as well as chapter books to enhance and maintain their love of reading. During media center time, students learn and practice their typing skills through a variety of digital activities. Students learn digital tools to enhance creativity and construction of knowledge as well as foster collaboration and problem solving in the learning process.

Eastview is a 1:1 technology school. 1:1 refers to one device for every one student. This shift to a 1:1 digital environment is not really about devices. Instead, it is about transforming teaching and learning. Increased technology in classrooms allows for differentiated, adaptive and personalized learning. Since students now have their own Chromebook, students can access up-to-date information when needed. Teachers can respond, support and monitor how students are learning and where they are in their path towards mastery of the content. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals. Teachers and students work together to achieve success in an increasingly technology-dependent world.

### **3. Special Populations:**

Eastview excels at tailoring instruction, interventions, and assessments to meet the individual and diverse needs of our special student population. As a community, we collaborate across different grade levels and specialized programs in order to achieve student success. To assess students, we utilize an adaptive assessment tool to identify levels of learning for each student to strategically design lessons for individual students.

At Eastview we follow the D300 Multi-Tiered System of Supports (MTSS) Handbook that states "MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to master grade level expectations." This helps us tailor instruction to minimize their achievement gap, in not only academics, but in behavioral and social emotional areas as well. Flexible/fluid groups are created using assessment data within units, and this small group instruction targets concepts throughout units (i.e. using pretests, quizzes). This provides any student the opportunity to receive support if they are struggling with a concept, versus locking a student in for the duration of the school year. In other words, students are selected using a variety of data points to receive the help they need, as needed.

Eastview houses four classrooms designed for students with Autism Spectrum Disorder. Within these classrooms, teachers utilize general education curriculum, while differentiating instruction using specialized

tools (i.e. re-teaching, direct instruction, and level of questioning, redirection, manipulatives, visual aids, sensory tools and strategies). We are also home to two classrooms designed for students with severe and multiple disabilities, which utilizes alternative, life-skill focused curriculums. Students use individualized high-tech to low-tech augmentative and alternative communication devices to socialize and participate in activities in the school environment. In addition to these specialized programs, Eastview provides resource support for general education students. Eastview has three cross categorical teachers to support students with IEP's in general education. Students are grouped according to their needs. Our students are taught in general education classrooms with the general education curriculum, which is modified to meet the students' academic needs. Students who have resource minutes are taught by various curriculums that teachers are trained and certified in.

Each grade level has teachers trained to extend learning for gifted students. Within and across these classrooms, students are exposed to new and complex information and approach problems by finding solutions based on their own experiences. Eastview maximizes school and district resources to lead students to their academic potential. Students are placed not by grade or building, but by need, as seen by a student who goes to the neighboring middle school for exposure to challenging curriculum and interaction with intellectual peers. As a school, we push our students to reach their highest potential and we encourage them to take control of their own education.

English Learner (EL) students comprise 15% of the Eastview population. These students receive support minutes to address second-language acquisition, and the ACCESS test to assess English proficiency. EL students use the language support curriculum, and these strategies, which include Total Physical Response (TPR), small group instruction, scaffolding, differentiating instruction.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Whether you are a student, staff member, or parent, you are considered part of our family. When you walk through our front doors, the feeling of being home surrounds you. At Eastview, our entire staff and student body embraces empathy, acceptance and compassion for others. We start out each day by proudly reciting our Eastview Excellence Pledge, where students are expected to convey the Eastview E's: Respecting Education, Environment and Everyone.

With our Positive Behavioral Interventions and Supports (PBIS) in place, our school-wide management system sets high expectations that are understood and carried out on a daily basis to ensure school-wide success. Our staff implements our Social Emotional curriculum, Second Step, which establishes a consistent language of behavior expectations throughout our school. Our Eastview Paws (incentive tickets) create an excitement in our school where students can earn Paws by displaying positive behavior. Paws are given out to students by staff members when they are caught making positive choices. Paws are redeemed for exciting incentives throughout the school year. In addition, each quarter, students have the opportunity to be acknowledged and recognized for their superior behavior during our Eastview Excellence assembly.

We are fortunate to have a diverse population of students at Eastview. All students have the opportunity to interact with and learn alongside students in our programs designed for individuals with Autism Spectrum Disorder and multiple and severe disabilities. Students and staff are encouraged to participate in various interactive sensitivity trainings to learn more about Eastview's unique populations. During the month of April, we celebrate and learn about Autism. Staff and student care stretches beyond each independent classroom wall. At Eastview, we truly embrace our entire school community as a whole, where individuality is accepted and celebrated.

Eastview teachers, staff and administrators not only strive for excellence in education, but we make it a top priority to take care of each other, like a family. Our principal sets a supportive and trustworthy foundation for all staff to work autonomously and collaboratively. The principal allows teachers adequate time for sharing best practices and he is available to offer support and guidance. Eastview's Sunshine Committee organizes events to celebrate staff in good times and to provide comfort during struggles. Our Learning Management Team meets once a month to help discuss and share collaborative decisions for the betterment of our school. Each day, staff members apply their sense of integrity to teach with fidelity and professionalism for the advancement of our school as a whole. At Eastview, we take pride in creating and maintaining a positive, safe and effective learning environment for our entire learning community.

### **2. Engaging Families and Community:**

It takes a village to raise a child, and within the walls of Eastview, there is a collaborative effort and support amongst many groups. The essential role that parents and family members play in a child's education along with the broader community has a responsibility to ensure high-quality education for all students. School, family, and community involvement in education correlates with higher academic performance and overall school improvement.

Our community partners, the Bridge Church, Algonquin Police and Fire Departments, Rotary Club and the Algonquin Public Library have enhanced the opportunities our students have experienced. Through the collaboration of these partnerships, we are able to provide backpacks and school supplies to families in need. A local dentist visits our school to provide dental exams and provide our students with toothbrushes and toothpaste. The Algonquin Police Department has "Coffee with a Cop" in the summer, which is an opportunity for parents to meet with the principal and police department to discuss any topics of concern. The Dundee Park District provides families with after school care, also referred to as Circle of Friends. In addition to this, our school and community provide a Thanksgiving Food Drive, Giving Tree and Mitten Tree for our families in need during the holiday season. Staff and community members come together to enhance the holidays for our families and reassure them that they can rely on the school for support.

In addition, Eastview offers a Math and Literacy Night for students and parents. These are interactive nights where students and parents work on lessons taught by teachers from Eastview. Students and parents walk away with new and exciting things to work on at home as a family. The Bridge Church also provides dinner for the families who participate. Eastview offers the Children's Hope Mentor Program where members of the community work with students individually. Mentors meet with students weekly to eat, talk, play games or just hang out. Another great opportunity is Bernie's' Book Bank. This organization regularly provides books for each student throughout the school year so that they are exposed to great literature that enhances learning. Back to School Night is a fun event at the Algonquin Pool. Our Parent Teacher Organization (PTO) provides a hot dog dinner, ice cream and drinks to reign in the new academic year. Staff and school board members participate alongside all our other community partners.

Overall, Eastview offers many wonderful engaging opportunities for students, families, staff and the community. As a school, we take pride in the partnerships we share with the community and we use those relationships to enhance the educational experience of our students.

### **3. Professional Development:**

At Eastview Elementary, teachers have access to a wide variety of staff development opportunities. Our school staff development works in accordance with District 300 initiatives. During the school year, there are several teacher institute days dedicated to building teacher skills. In addition, teachers have the opportunity to direct their own learning by enrolling in District 300 University courses that are offered throughout the year. These teacher-led classes are available online and in person, or can be a hybrid of both. These offerings are valuable to improve skills, learn new strategies, and allow teachers to meet state licensure requirements.

Our school and the district recognize that differentiated professional development is vital to a teacher's quality of instruction, and it builds capacity for teachers and administrators. In order to ensure the success of the District 300 Strategic Plan, the district has adopted the Rigorous Curriculum Design Model to provide our students with the learning experiences necessary to be college and career ready upon graduation. This model is the overarching process that incorporates all aspects of the district's curriculum and instructional components. This model provides an inclusive set of strategies fully aligned to standards with clear learning outcomes, assessments for learning, engaging learning experiences, and instructional strategies all organized into sequential units of study. Teachers use a digital platform to access all materials to align with district goals.

The District 300 Professional Learning Communities (PLC) Plan identifies the targeted outcomes for schools and the district in the identified areas of 1) Supporting the Vision/Build Capacity of Leaders to lead collaborative teams that are focused on learning, collaboration and results, 2) Build Capacity/Implement in Schools, 3) Implement/Review Refine. From the district perspective, measurable activities will occur across a three-year time frame with identified activities and measures tied to each of the three years.

Eastview designs its School Improvement Plans (SIPs) around goals for professional development that follow the district initiatives and plans. The principal and staff members meet to implement district professional development goals through principal-led learning activities. These meetings provide training for teachers to implement instructional strategies that align to district goals. For instance, during the 2018-19 school year, teachers received professional development on how to create rigorous questions using a framework of levels of rigor. Teachers practice this skill and are expected to incorporate higher-level questions into instruction to create deeper conceptual understanding for students.

Teachers at Eastview actively participate in professional development activities and curriculum committees to understand the direction that the district is taking to improve performance in students, teachers, and administrators.

#### **4. School Leadership:**

Leadership at Eastview results from answering the question, “What is best for the students at Eastview?” This question is answered in the way in which we deliver instruction, the way we work together, and the way we communicate the importance of parental involvement in their child's education. Eastview Excellence defines the expectations of all students, staff and our interactions with each other so that we can meet the needs of all learners. There are high expectations for student success, and as a result, teachers and paraprofessionals have a responsibility to deliver the highest quality of instruction and support. Together we support the needs of all learners and we join in their successes.

Leadership begins with the building level team, which we refer to as the Learning Management Team (LMT). The LMT consists of teachers from every grade level, including special education, the literacy teacher, and the math interventionist. These ten people collaborate with the building principal on instructional and building matters. The school principal encourages each member of the team to take on leadership roles within his or her grade levels. These ten stakeholders assist the principal by following through and carrying out decisions made by the team or from the district level within their PLC. This leadership philosophy really is taking strong instructional teachers and getting the most out of their abilities by applying those skills at the building level. Teachers collaborate with each other during PLCs, making it possible for them to learn from each other and collect ideas that they can bring back to the larger team. LMT members are relied on to assist on professional development days and are key members in the hiring process when there is a vacancy and we need to hire a new teacher.

Leadership also filters down to the student level. On a quarterly basis, we recognize student leadership in each classroom. Those leaders are recognized for being Eastview Excellent in regards to classroom environment, the work they do in class, and looking out for their fellow classmates. The whole school meets together, and we honor those students formally, as school. We work together, learn together, and celebrate our successes!

The principal also encourages parents to take on leadership roles. The principal and teachers are consistent participants during PTO meetings that are held throughout the year. The PTO helps Eastview organize educational assemblies that teach students important lessons and messages. Parents also help support several activities that excite students about school. Our yearly back to school pool party features the principal performing a “cannonball” off the diving board to get students ready to dive into the new school year. When we are able to include teachers, families, and even the community in the service of our students, the stronger the Eastview community becomes.



## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Our Multi-Tiered System of Supports (MTSS) is the one practice that has been the most instrumental to our success at Eastview Elementary. MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to master grade-level expectations. Assessment data drives our decisions. This data helps to form intervention groups and provide opportunities for students to get WIN time that is intentionally built into the school day. Providing these targeted supports in the appropriate environment with skilled educators is essential for academic success.

Benchmark assessments are administered three times a year using an adaptive assessment. In addition to benchmarking, teachers regularly use progress monitoring, standards based assessments, running records, skill-based assessments, alternative assessments, formative assessments, and exit slips. These assessments are used to determine who needs remediation, extension or enrichment. After benchmarking, each grade level meets with the Instructional Leadership Team to analyze data, discuss social emotional needs, and decide which interventions and strategies will be used to improve and advance student achievement. Additionally, grade level teams meet weekly in a PLC to target students' needs.

Based on this data, students are selected and placed in small-targeted intervention groups. Students move to the appropriate location to meet with educators for reading and math. Eastview utilizes support staff, specialists, grade-level teachers, social workers, special education teachers, and long-term substitutes to lead groups. These groups are structured to give the students what they need academically as well as empower them to take risks in a smaller setting. Groups are flexible, and students fluidly move when multiple data points show readiness. In addition, special programs, such as the Academic Workshop, identify specific students that fall just below the target to close the achievement gap.

Our positive school and classroom culture facilitates successful collaboration and student achievement. Educators use their expertise to address all student needs. They also regularly reflect on their lessons and flexibly adapt and modify lessons in response to those needs. They utilize research-based instructional strategies, including differentiation, pre-teaching, re-teaching, cooperative learning, flexible grouping, scaffolding, small group instruction, and gradual release to target mastery of skills. Innovative approaches including flexible seating, movement (brain) breaks, and guided reading and math groups to create a student-centered physically engaged learning environment. The classroom culture revolves around high student expectations and individualized instruction, which develops risk-takers and positive student teacher interactions.

Through our MTSS process, students are getting what they need to be successful at the elementary level and in the future to be college and career ready.