

**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. Paul Kirk

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

Official School Name Roslyn Road Elementary School

(As it should appear in the official records)

School Mailing Address 224 Roslyn Road

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

Barrington IL 60010-2827  
City State Zip Code+4 (9 digits total)

County Lake County

Telephone (847) 381-4148

Fax (847) 304-3923

Web site/URL

https://www.barrington220.org/roslyn

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E-mail pkirk@barrington220.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\*Dr. Brian Harris

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bharris@barrington220.org

District Name Barrington Community Unit School District 220 Tel. \_\_\_\_\_ (847) 381-6300

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. Penny Kazmier

(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):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 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	0	0	0
K	31	31	62
1	48	51	99
2	32	35	67
3	27	37	64
4	35	41	76
5	31	34	65
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>	204	229	433

\*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
  - 5 % Asian
  - 1 % Black or African American
  - 13 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79 % White
  - 2 % 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: 3%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2017	417
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 10 %  
44 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Polish, Gujarati, Kanarese, Korean, Russian, Arabic, Tagalog, Greek, Italian, Hindu, Czech, Urdu, Latvian, Tamil

7. Students eligible for free/reduced-priced meals: 12 %  
Total number students who qualify: 53

8. Students receiving special education services: 21 %  
91 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>6</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>1</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>11</u> Other Health Impaired                |
| <u>25</u> Developmental Delay    | <u>7</u> Specific Learning Disability          |
| <u>3</u> Emotional Disturbance   | <u>37</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15
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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 22:1

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	96%	96%	96%	96%	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. 2013

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

Roslyn Road School inspires all learners to achieve excellence by striving to realize their dreams through resilient effort and unwavering determination.

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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Roslyn Road School is one of eight elementary schools in the Barrington Community Unit School District #220 (PK-12) of Illinois. The elementary schools of District 220 are situated as neighborhood elementary schools with the exception of two, district language programs in Chinese and Spanish, and several cross categorical, special education programs. In addition to the neighborhood enrollment area of Roslyn Road, the school's enrollment includes two Spanish dual language cohorts and two district, special education classrooms. These programs are enmeshed within the cultural fabric of Roslyn Road School. Roslyn's English Language Learning population comprises 10% of the school's population. This percentage is greatly enhanced through our dual language population. Twelve percent of the school population is supported through the federal, free and reduced meals program. Roslyn Road School is a school of 430 students, kindergarten through fifth grades. The families that comprise Roslyn Road School are extremely supportive and proud of their school. Students and families understand the importance of school engagement and the value of learning. Students come to school eager to learn and ready to take on the challenge of the day. A core principle of our school is the belief that every student can succeed given proper care and instruction.

As a Barrington school, Roslyn Road was established in 1958. The school recognized its 60th anniversary in 2018. A new school facility was established in 2002 replacing the building original to the Roslyn site. Roslyn Road has continuously been recognized by the state of Illinois as a high achieving school. A driving philosophy of the school is to meet students at their level of learning readiness and to continuously move them forward toward higher achievement and success. The school district's vision is "Inspiring All Learners to Achieve Excellence." Roslyn Road has a parallel vision statement of "Dream, Strive, Realize" that captures the sentiment that students can accomplish any goal given effort and the right resources. The staff of Roslyn Road encourages every student to give his or her best effort, every day and be the best student – the best person – he or she is capable of being each day.

Roslyn Road follows a curriculum that has been established by the greater school district. The curriculum follows the Common Core State Standards (CCSS) as adopted by the state of Illinois. In developing and revisiting the curriculum of each content area, groups of teachers participate on steering committees chaired by our curriculum director. The steering committees are charged with studying relevant research in the field, determining materials most valuable to meeting standards and the needs of our students, and communicating important knowledge and information to colleagues within their schools. The process supports alignment between eight elementary schools and establishes consistent expectations for mastery. In recognizing the district's core curriculum as the minimum expectation, Roslyn Road teachers plan for personalized and differentiated learning within the classroom that supports each child's individualized, learning goals.

A major milestone for Roslyn Road occurred in 2013 when it was awarded the National Blue Ribbon School (NBRS) Award for the first time. NBRS recognition significantly alters the learning culture of a school in its self-perception as well as the perception of community stakeholders. As a result of NBRS recognition, teacher efficacy increases, raising confidence that teaching practices and methods have met with success. Teachers feel empowered to act in improving student learning. Leadership within the building has evolved within a philosophy of distributive leadership where grade level teams make decisions in the best interest of student learning. The principal and instructional coach's role is more focused on vertical alignment and adherence to core curricular expectations. The NBRS application process demands that a school staff reflect on practice. As a result of Roslyn Road's 2013 recognition, the school staff continued to evolve practices that were perceived as leading to increased student achievement and growth. Alternatively, some practices were abandoned as a result of the process with the understanding that they yielded small returns for student learning. The greatest example of this continuous improvement process has been the collaborative teaming of our teaching teams. A core philosophy of how we accomplish our work has always been rooted in strong, collaborative teams. However, this has evolved since 2013 to teachers sharing responsibility for student success within the grade level in a variety of ways. Where one teacher was responsible for twenty-five students five years ago, today there are many visible practices of three grade-level teachers and support teachers sharing responsibility for each child's success within a grade level.

Most recently Roslyn Road placed a focus on five strategic values that define our work as a school: 1)

providing an ethic of care for all students; 2) developing inquisitive and curious minds; 3) providing personalized learning and differentiated instruction; 4) making learning visible and transparent in our daily work; 5) and developing a sense of ownership for learning in our students. These five values define the importance of our educational mission as a school. They steer Roslyn Road's work within a rigorous, academic curriculum in keeping a focus on the question that drives the school's decision making: What does each student need to achieve excellence in their own right? It is the answer to this question that continues to drive Roslyn Road forward in its institutional success.

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

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

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

At Roslyn Road, we foster a love of reading and writing. Our curriculum follows a balanced literacy approach. It was crucial to our staff to increase our literacy block to at least ninety minutes of uninterrupted core instruction for every student. We utilize a comprehensive program, Units of Study by Lucy Calkins, to guide the teaching of CCSS. The genre of the units coincides in that non-fiction reading pairs with the non-fiction writing units. Teaching includes whole group instruction with flexible, small groups and individual conferring. This practice meets the needs of learners and was chosen to maximize learning through intentional practice, building stamina. Students and teachers collaborate to set goals that meet personal learning targets. The integration of our literacy blocks, along with increased instructional time, allows students to make significant gains with most exceeding grade level expectations.

Following a workshop model to support growth in literacy, we use whole class instruction and flexible groups. Using guided groups, book clubs, and strategy groups as well as 1:1 conferring, teachers meet students' needs and scaffold instruction for success. Students are explicitly taught a skill or strategy with clear expectations of learning standards. Teachers differentiate instruction based on student performance. Small group instruction is designed from frequent formative checks using micro-progressions. We use the gradual release of responsibility model striving for student independence.

Roslyn Road uses formative and summative assessments to monitor progress and inform instruction. Teachers administer pre/post assessments within each Unit of Study to design small and whole group instruction. Conferring with students influences and informs instruction based on application of skills. Fountas and Pinnell benchmark assessments determine reading levels and skills. Teachers collaborate weekly to discuss goals for student learning. Instructional decisions are made using this data and students' daily work in order to maximize student learning.

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

Roslyn Road School's math scope and sequence aligns with the Barrington school district's math curriculum, as well as the CCSS. To fully achieve these objectives and align with the CCSS, Roslyn Road School is utilizing the Math in Focus program.

Our math instruction begins with creating a positive mindset. We instill in students the importance of critical thinking and problem solving through a scaffolded approach in which the students take responsibility for growing their own learning. Using the Common Core practice standards, we guide the students to understand how and why math concepts work. Primary grade levels set the foundation, and each grade level builds upon this foundation by allowing the students to apply their conceptual knowledge to new, more challenging problems. We work with students at their zone of proximal development to allow them to grow at their own pace. Students engage with materials and concepts in a way that is attainable for all and provides necessary rigor. Strategies are used to guide students toward conceptual understanding and mastery rather than just memorization. Students are given time to struggle and overcome hurdles. Math blocks are a time to stimulate curiosity, create an enjoyment of mathematics, and develop depth of understanding.

Math in Focus provides an outlined scope and sequence to cover Common Core grade level standards. The foundation of the program involves teaching mathematical comprehension through a concrete-pictorial-abstract approach. Teachers collaborate within and across grade levels and are assisted by specialists to guide students toward meeting and exceeding the standards provided.

Universal screeners are administered three times per year in order to collect benchmark scores and collect data about student growth over time. These scores are used to identify students who may need additional math intervention. Diagnostic assessments, such as Cathy Richardson's Assessing Math Concepts, are then

administered in order to collect additional data to identify specific mathematical needs of students. These needs are targeted through Tier 2 intervention provided by the classroom teacher or another building staff member. Benchmark scores are also used to determine students who exceed grade level expectations and need additional challenge to grow them. These needs are met by the classroom teacher with support from specialists and, in certain situations, with replacement math instruction by our extended resource teacher.

Teachers formatively assess learning and growth throughout each math unit in order to adjust instruction and support students through small group instruction. Some examples of these assessments include exit slips, conversations with students, and entrance slips. Teachers also administer summative assessments at the end of each unit to determine student proficiency of CCSS. If mastery is not attained within a unit of instruction, teachers continuously cycle back to concepts through a guided math structure.

Roslyn's environment fosters an appreciation of mathematics and love of learning through hands-on activities and collaboration. Students view themselves as mathematicians and problem-solvers.

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

Roslyn Road embraces Next Generation Science Standards (NGSS) and has curated and crafted the best science resources and experiences to provide our students with three-dimensional learning. Curriculum resources from STC, FOSS, and GEMS and our award-winning Science, Technology, Engineering, and Math (STEM) program were chosen based on how well they met standards and engaged students in deeper learning experiences to create three integrated units of study for each grade level. The units were designed using questioning, evidence, claims, and reasoning embedded within the 5E model, a research-based sequence of teaching and learning science: engage, explore, explain, elaborate, and evaluate. Students collaborate in whole class and small groups to question and make predictions as they observe the natural world through hands-on investigations, discussions, texts and video. Students draw, write, and take pictures and videos on their iPads to record their observations and gather evidence in traditional and digital science notebooks. Every grade level also engages in a field study and engineering exercise within one of the units of study.

Roslyn Road teachers use a variety of instructional approaches in supporting students' curiosity of the world. These approaches include problem-based learning, technology-rich content that allows for differentiation, hands-on inquiry investigations, scientific discourse, and integration of technology to conduct tests, analyze data and document learning through text, photos, and video.

Formative assessment checks are embedded throughout each unit to help the teacher support students in their science and engineering concept development and practices. Teachers engage in data discussions with instructional coaches and specialists in planning supports that ensure all students can access content in a format that works best for their abilities and needs.

STEM has grown from two grade levels in 2015 to all grade levels receiving direct instruction in engineering and computational thinking from a specialist that partners alongside the classroom teacher. The program focuses on the NGSS engineering standards along with select standards from ISTE, ITEA, and CSTA. Kindergarten students explore unplugged coding, directional robots, and digital coding. In first grade, students use the engineering design process to solve problems for characters from literature. In second and third grades, students explore the various ways to communicate with different types of robots, then design and program LEGO WeDo 2.0 robots to model the ways in which robots can help people. Fourth grade students dive deeper into the engineering design process while they design and program LEGO EV3 robots to solve space mission challenges. Fifth grade students use their previous STEM experiences during the entrepreneurial unit of their social global studies curriculum to identify and solve a problem for someone in the community.

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

The mission of our social studies curriculum is to cultivate engaged, globally-aware citizens who have the necessary skills to seek knowledge and take action. The Barrington 220 Social Studies Curriculum promotes

respect for oneself and others. The student-centered curriculum was created by teachers and coaches in the district and they relied on the C3 Framework and Illinois State Standards. The committee developed personal and self-directed learning, emphasizing real-world application and audience. Teachers in our building contributed to writing and piloting this program, leading to the full implementation districtwide. Teachers saw a need for content to reflect our ever-changing world to grow more globally aware citizens.

The cornerstone of the social studies curriculum is a collaborative, inquiry-based approach. Student led inquiry allows students to show what they have learned conceptually throughout each unit in an authentic way. The classroom practice centers on helping students wrestle with big ideas, encourage them to ask questions, build connections between knowledge and learning, and think critically and creatively. Throughout this process, the students work collaboratively to create projects that reflect the synthesis of their learning. As inquiry learners, students are able to question, reflect and set goals while creating meaningful projects. They learn valuable skills in working and learning from each other, and becoming more socially aware of their global impact. Teachers use a variety of tools, including print and digital texts, primary sources, videos, photographs, and artifacts to construct learning, integrating literacy and technology into instruction.

The assessment data collected throughout each unit informs planning and feedback to students throughout the learning sequence. Assessments, such as observation, conversation, quick checks, notebooks, blogs, performance tasks, student self-reflection, and learning progressions are embedded within learning tasks and instruction. At Roslyn, we vary assessments to cater for diverse student needs and ways of learning. Overall, the assessments developed encourage students to think about, monitor, and set goals for their own learning.

**1e. For secondary schools:**

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

**2. Other Curriculum Areas:**

Roslyn Road School provides fine arts, general music, and library instruction for all students in grades kindergarten through fifth for fifty minutes weekly. Students receive 125 minutes weekly of physical education. In addition, band and orchestra programs are offered to students beginning in fourth grade. These lessons are ninety minutes per week.

The fine arts teachers of Roslyn Road teach in a manner that builds confidence and is accessible to all regardless of skill. The arts curriculum is based on the National Core Standards, to support and scaffold student ability, and is premised on a gradual release model of teaching. The use of scaffolded learning is comprehensive and allows opportunities for students to make connections to other subject areas. Instruction is designed to create a broad exposure to ideas and concepts, where students develop an appreciation for and understanding of the arts. Roslyn Road students participate in experiences such as schoolwide art fairs, community art displays, small scale exhibitions, online art galleries, and opportunities for extended art classes. This collection of varied opportunities exposes children to being practicing artists. This broad knowledge base serves as a strong foundation that prepares them for real life application and appreciation of the arts.

In general music class, the National Standards for Music Education serve as our guide for instruction that is rooted in fostering creative problem-solving skills. Even though much of our instruction is student-centered, student-driven, and involves student choice, our goal is to provide students with unique and rewarding experiences. Moving beyond mere exposure to music concepts, students are expected to use critical thinking, vocabulary, technical proficiency, and appropriate collaboration to demonstrate and analyze music. Outside of the classroom, Roslyn Road's extra-curricular choir affords students the opportunity to learn and perform the art of choral singing. This group performs at community events and participates in a districtwide

choir festival each year.

Students in fourth and fifth grades have the opportunity to participate in band and orchestra, a curricular and districtwide program. Students receive private to semi-private instruction during the school day and participate in district evening performances. Teachers believe in the fundamental process of creating, listening, evaluating, and performing for a thoughtful and comprehensive musical education. Through performance, students experience the aesthetic and develop a lifelong appreciation of the fine arts. In 2017, beginning band musicians were proud winners of the National Association for Music Education's (NAfME) "Music In Our Schools Month" advocacy performance.

As a 2018 National Award Recipient for the "Let's Move Active Schools," Roslyn embodies the characteristics of an outstanding PE program. Our curriculum is aligned with the Illinois State Standards of Physical Education and encourages students to have an active and healthy lifestyle. Students participate in a jump rope club during the school day. Students in fifth grade may participate in the districtwide fall cross country meet. The buildings and grounds of Roslyn Road also afford students with access to various physical fitness stations, including a ½-mile fitness path, pull up bars, parallel bars, and a stationary strider. The path also provides students with the opportunity to ride bicycles, which were awarded by the National Center for Safe Routes to School.

At Roslyn Road, technology has been integrated into the curriculum. As a digital-age learning school district, students in all grades have access to iPads, both at home and at school, 365 days per year. Having devices in the hands of our students enables our teachers to prepare students for the future. Utilizing their digital devices, students are able to view and submit assignments, receive feedback, collaborate, communicate, and create content as part of their learning experience.

Our library program's mission is to provide a resource rich environment, both physically and virtually, that empowers students to become effective users of information and technologies. As a library team, we collaborate with teachers and staff to provide learning experiences for students which promote growth and engagement. Students have opportunities that foster a love of reading, create problem solvers, and prepare them to become productive citizens of a global society. Through our library and technology instruction, students at Roslyn Road develop both positive digital citizenship and trans-literacy skills.

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

Roslyn Road School utilizes multiple data sources, including normed measurements, classroom assessments, teacher observations, and student reflection, in conjunction with ongoing professional judgment, in order to obtain a snapshot of what students know, what they should know, and what can be done to meet their needs. Roslyn utilizes a Multi-Tiered Systems of Support or Response to Intervention model (MTSS/RtI). Barrington D220 utilizes a web-based data system which measures student growth and predicts achievement. Grade level teams meet regularly for ongoing and dynamic interpretation of student data. These problem-solving teams work through a review of Tier I: core instruction and differentiation. Teams review Tier II needs which include supplemental instruction for students identified as needing academic or behavioral support. Intervention groups are developed to match the determined range of student needs. The building MTSS/RtI coordinators work with building administration to determine the appropriate staffing for Tier II needs. School teams work with building and district administration to match supports for Tier III needs.

Tier III needs are met based on a continuum of services using the mandate of least restrictive environment (LRE). At Roslyn Road, students are supported through MTSS/RTI, special education resource and the instructional academic classrooms. Within the instructional academic model, core academics are delivered in a special education classroom. There is an emphasis on academic growth based on identified skill deficit areas. Students receiving Tier II and Tier III maximize their participation in all general education settings as appropriate. General education teachers, classroom assistants, and instructional teachers work together to put into place the appropriate accommodations for identified students.

Bilingual specialists support the Roslyn Road dual language program as well as English learners. The dual  
NBRS 2019

language programs are designed with fifty percent of students being native language speakers and the other fifty percent are learning the language of instruction as a second language. Roslyn Road School currently includes a first-grade Spanish dual language cohort. Additionally, there are services for emergent bilinguals and English learners (EL) who are learning English as a second language. Students are identified for EL support through the Home Language Survey and assessed with the ACCESS/WIDA Placement Test (W-APT). This year, after identifying lower growth in the EL population of students, the staff focused on additional professional development in supporting English learners.

Extended services are an extension of the general education curriculum, delivering advanced content at an accelerated pace. An extended (or gifted) resource teacher works with small groups of students, providing reading and math instruction that replaces the grade level core curriculum. All 2nd-5th grade students are given universal screeners to determine their academic achievement (Measure of Academic Progress) and cognitive abilities (Cognitive Abilities Test). Qualifying scores include the top ten percent of students across the district. Students scoring in the top two percent locally qualify for a self-contained gifted classroom in another district school. The Extended Services teacher provides a support function to all teachers and students within the building, giving guidance and support for students that require challenge beyond the core curriculum.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Student academic growth is interdependent on social and emotional well-being. Roslyn values a climate that is safe, warm, and encouraging. The day starts with recess and the option of breakfast before school. The school uses a Positive Behavior System (PBS) where positive behavior is explicitly taught and rewarded. Key tenets of PBS are safety, responsibility, and respect. The rewards, celebrations and teachings, deemed “The Bulldog Way,” are a positive and visible aspect of the school culture. In addition, Roslyn has class buddies where older students mentor younger students. Select fifth grade students serve on the safety patrol assisting with safe behavior in the halls and during dismissal.

Teachers and staff create a culture where students feel safe to take risks. Challenges and obstacles are embraced as part of the learning process. The students learn to look to the teacher as an advocate and a guide as they learn to rely on themselves and others in a collaborative learning environment. John Hattie’s Visible Learning research shows how teachers’ positive connections with students has an overwhelming impact on social and academic growth. The ability for students to take risks in their learning can only occur if there is a safe, trusting relationship between the teacher and students. This is paramount to the culture and climate at Roslyn.

Teachers and staff use teachable moments to emphasize social and emotional learning. For example, when a child enters the classroom distressed about a conflict, her or his emotional well-being takes precedence over academics. Additionally, care is taken to ensure that all students involved participate in the process and feel that they are understood and considered fairly. The Social-Emotional Learning (SEL) curriculum, Second Step, reinforces conflict resolution, empathetic listening, understanding/regulating emotions, and celebrating individual differences.

Roslyn is an environment where teachers feel valued and supported. The teacher evaluation system uses the Danielson Model which incorporates informal and formal observations. Both pre and post observation discussions allow for open feedback between the teacher and administrator. A summative evaluation is collaborative and encompasses life-long learning. Additionally, teachers are supported by instructional coaches who model lessons, gather resources, lead curriculum discussions, and help implement curriculum. In order for teams to successfully plan and collaborate, each grade level team has daily common plan time. These meetings are often attended by support staff.

A major part of the staff’s network of support is the Parent/Teacher Organization. The PTO hosts dinners during conferences, provides monthly treats, raises funds for school resources and materials, and works in tandem with the staff to create a school climate that is focused on students’ growth and well-being.

### 2. Engaging Families and Community:

Roslyn Road School has a long history of hosting events that have a positive impact on students, families, and communities both locally and globally. A strong and positive connection amongst the home, school, and community is of vital importance to the success of the students at Roslyn Road.

Much of our school’s success is the result of the warm and personal relationships built between families and staff. We begin the school year with “Meet the Teacher” and “Back to School Night” activities. We have two formal parent-teacher conferences each year. Teachers are always available to meet with parents to discuss their child’s academic and social-emotional progress.

Roslyn has a strong PTO that supports our school with many different initiatives including book fairs, ice cream socials, mini courses, cultural assemblies, community service programs, a talent show, and more. Our PTO is an integral part of our school.

Using one-to-one digital devices, all students and staff utilize technology as a platform to collaborate,

communicate, and share information with family members, peers, and working professionals in various fields of study. Roslyn students use technology to tap into experts in the field, offering the students the opportunity to experience real world application of the school curriculum. The principal and teachers send regular communication and newsletters home, relaying the events happening throughout the school community.

The Staff at Roslyn Road provide many opportunities for families to convene and actively engage students in learning. Roslyn hosts a well-attended STEM showcase night for the Barrington community to learn about the elementary STEM program. Curriculum nights which include Reading Night and Literacy Night, allow families to explore and more thoroughly understand different areas of the curriculum.

The dual language program at Roslyn engages students of different cultures to learn from each other. Students in the program become bilingual, bicultural, and bi-literate. To establish a value and understanding of diversity in our Roslyn community, the dual language program hosts an end of year celebration honoring different cultures in our community.

Roslyn Road's Rotary-sponsored, Early Act Club supports programs locally and globally. One example of the club's service orientation is its partnership with the community's JourneyCare facility to provide patients with various care items. Additionally, the Early Act Club supports the "Hope's In" program which provides assistance to families in Guatemala.

The Special Olympics Team proudly sponsored by Roslyn Road School is a program for students with special needs. We have been recognized as a Unified Champion School by Special Olympics.

At the culmination of our school year, the students come together with their parents and teachers to showcase their learning with "Success Night." This highly anticipated evening is set aside for children to shine and display their great accomplishments. This is an evening of celebration for our learning community!

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

The professional development approach at Roslyn is designed to be multi-tiered to address various needs of students, staff, and administrators, as well as to target building goals and the district vision. The professional development is delivered in multiple settings and contexts, driven and delivered by teacher leaders, administrators, and experts in the field, in a collaborative effort to maximize impact on student learning and growth.

Classroom teachers, specialists, and instructional coaches collaborate to reflect on how instruction meets student needs and revise instruction to elevate the level of learning. Grade level teams have weekly common plan time to analyze student work and assessments, and collect data to plan for individualized instruction. Teachers and teams partner with instructional coaches, transferring theory and learning into practice in the classroom. This partnership has led to lesson studies within the building, across district, and in neighboring districts. Regularly scheduled data meetings provide opportunities to reflect on common assessments, analyze student growth and achievement, and determine areas of student learning, language, and socio-emotional need. This data is used to plan for student instruction and to look for building trends to determine additional professional development needs of staff.

Weekly staff meetings reflect an understanding of adult learners, asking for staff input and providing choice as to the focus for time together. Using a strength-based approach and tapping into expertise in the building, teacher leaders facilitate professional conversations in these areas: literacy, math, science/STEM, social studies, supporting English learners, and technology integration. This professional development spans several weeks, allowing staff time to grow professionally as they explore current research, set goals, implement ideas in their classrooms, and reflect on new learning with colleagues.

A variety of strategies are used as the Roslyn staff increases understanding of pedagogy and best practice to grow learners. Staff participate in blended learning book studies, meeting in person and discussing the book

through tech tools like Twitter slow chats, along with other staff from our school district. Districtwide grade level meetings and inservice days deepen understanding of standards in core content areas, grade level curriculum, and district initiatives. Staff seek out professional development opportunities beyond the school district, locally and nationally, to learn from other professionals in the field. Staff teach summer courses to others in the district and present at conferences nationwide to share learning and the impact it has on students in order to extend their influence to teachers and learners beyond the school walls.

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

The leadership philosophy of Roslyn Road is built upon the empowerment of the entire learning community. All staff members are valued for leadership qualities and contributions. Staff members are treated with fairness, dignity, and respect and this treatment is extended to students and families. Parents are viewed as shareholders in the educational process. Lifelong learning is encouraged and modeled. Critical feedback is welcomed and accepted as part of the learning process and achievements are recognized within the school and community. Ultimately this leadership philosophy is guided by the overall goal of student success.

The structure of Roslyn Road is predicated on a student-centered focus. Teachers use a team approach to grade level planning. The principal strives to facilitate strong teams among grade level teachers, support staff, and specialists. He instills a role of leadership in all staff by recognizing their expertise and encouraging everyone to model their strengths, instruct colleagues, and advocate for students. This has resulted in a strong collegiality amongst staff.

Success in student growth depends on the excellence of leadership in the many facets of our school, both in the building and broader district community. Following district guidelines for policies, programming, and curriculum, Roslyn Road staff utilize their unique strengths to deliver instruction through the guidance and encouragement of the principal. He fosters autonomy to facilitate learning success.

The MTSS site facilitators work with staff periodically to review data and student performance to identify and meet the needs of all students. The MTSS core team is composed of grade-level representatives and specialists who provide procedures and guidance. The student services team (SST) of school psychologist, speech and language pathologists, special education professionals, and the principal counsel classroom teachers and families to support individual achievement.

Veteran teachers mentor new teachers to the school, and a Digital Age Learning Coach (i-DAL) provides ongoing professional development to staff members. In addition, the team structure provides a system in which teachers support one another in the implementation of curriculum. The i-DAL coach supports instructors to enhance their teaching craft based on student progress. The instructional coach offers weekly professional development, one-on-one, or team coaching cycles, and instructional modeling within classrooms.

Through shared leadership and a strong sense of teaching efficacy, the Roslyn Road staff ensures the growth and development of all students.

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

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Roslyn Road School has invested itself in the work of researcher John Hattie. The concept of making learning visible and transparent to the student transformed the way we approach learning in our school. Hattie & Yates (2014) in *Visible Learning* reminded us of the importance of visibly posting learning objectives, or what is commonly referred to as targets, within each classroom for everyone to see. However, the concept of visible learning moves beyond this to the meta-cognitive understanding of how each of us learns.

Each lesson in our classrooms begins with a discussion of the learning target to ensure clarity of the target to all learners. Today, most whole group instruction takes the form of a mini lesson amounting to no more than ten minutes of very focused, direct instruction as prescribed by Lucy Calkin's (2015) work in *A Guide to the Reading Workshop*. After this shared time, students are gradually released to practice the learning concept either independently or with peer partners. While guided (teacher) practice may be a part of this gradual release model, we have come to value the importance of struggle in the learning process. Hattie refers to this as time spent "in the pit." It is the period of practice where the learner is struggling with the uncertainty of the steps of learning even as they have a clear end in sight through the clarity of the learning target. This time – properly supported – builds confidence, resiliency, and ultimately mastery of the skill or content. Throughout this process, Roslyn teachers give timely feedback and, if necessary, guidance, scaffolding and re-teaching, to students through the workshop model.

Through this model, students are invested in their own learning path and progress toward the objective. Students learn to give themselves feedback on how close they are to hitting the "bull's-eye" of the learning target. As a result, students take ownership of their own learning goals through conferring and discussion and share ownership of how the classroom operates toward meeting everyone's goals. Today, our work with Hattie continues as we strive to make the progressions of learning more visible within our school. This work involves sequencing the predictable building blocks of a skill or content, understanding and communicating them verbally and visibly to students so they understand them as well as the teacher of the material. The importance of this work resides in the student's understanding of the learning path and where he or she is situated on this journey so that mastery of the skill can be obtained.