

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

[X] Public or [] Non-public

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

Name of Principal Mr. Robert John Hanrahan

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

Official School Name Ivy Hall Elementary School

(As it should appear in the official records)

School Mailing Address 1072 Ivy Hall Lane

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

Buffalo Grove IL 60089-1333
City State Zip Code+4 (9 digits total)

County Lake County

Telephone (847) 459-0022

Fax (847) 229-9650

Web site/URL https://www.kcsd96.org/IH

E-mail rhanrahan@kcsd96.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*Mrs. Julie Schmidt

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jschmidt@kcsd96.org

District Name Kildeer Countryside Community Consolidated School District 96 Tel. _____
(847) 459-4260

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Marc Tepper

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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

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):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 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	0	0	0
1	43	47	90
2	45	45	90
3	52	43	95
4	50	47	97
5	42	48	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
Total Students	232	230	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
 - 41 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 3 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2017	446
(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: 21%
97 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Bisaya (Malaysia), Gujarati, Hebrew, Hindi, Japanese, Konkani, Korean, Lithuanian, Malayalam, Mandarin (Chinese), Mongolian, Filipino (Tagalog), Polish, Romanian, Russian, Serbian, Spanish, Tamil, Telugu (Telegu), Urdu

7. Students eligible for free/reduced-priced meals: 4%
Total number students who qualify: 17

8. Students receiving special education services: 11 %
51 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>16</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>8</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
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.	36
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	33
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	89%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes No

If yes, select the year in which your school received the award. 2008

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

At Ivy Hall Elementary School our mission is to ensure that every child achieves his or her maximum potential.

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

Ivy Hall Elementary School is a positive and engaging learning environment where rigorous curriculum and best practice come together making student learning our top priority. Ivy Hall Elementary School is one of seven schools in Kildeer Countryside School District 96 in Buffalo Grove, Illinois. The district includes one early childhood/kindergarten center, four elementary schools, and two middle schools and serves residents from Buffalo Grove, Hawthorn Woods, Kildeer, Lake Zurich, and Long Grove in the northwest suburbs of Chicago. Our students come from primarily middle and upper-middle income families residing mostly in single-family homes of business and professional people representing wide cultural diversity and family backgrounds. Ivy Hall's most recent racial/ethnic data indicates our community of learners is growing more diverse and is comprised of 41% Asian, 47% White, 7 % Hispanic/Latinx, 1% Black, 1% Native Hawaiian/Pacific Islander, and 3% of more than one racial/ethnic background. Additionally 21% of our student population is comprised of English Language Learners, 4% is identified as low income, and 11% receives special education services.

The faculty is comprised of veteran and new teachers who collaborate to challenge students daily toward higher levels of achievement. Collaboration between parents, school, and the District 96 administration contributes to making Ivy Hall Elementary School a world-class school, which is visited often by educators from other districts near and far who come to see our model Professional Learning Community.

Our students demonstrate high levels of achievement in all academic areas: Literacy, Math, Science, and Social Studies. Physical Education is instructed daily to promote healthy living. Music and Art classes create opportunities for creative expression. Our 1:1 iPad program allows students on-going technology use in all content areas with access to numerous online tools and applications. Exploration Lab provides students with a collaborative workspace where they can make and explore S.T.E.M. topics using low-tech and high-tech materials.

Social-emotional learning is embedded into instruction each day where students continue to learn and practice the Casel Five Core Competencies. Band is open to 4th and 5th graders with Orchestra starting in 5th grade. After school, students can participate in a variety of clubs such as Student Council, SEL Club (Know as Wildcat WOW), After School Sports, Girls on the Run, STEM Club, Environmental Club, Math Club, Mandarin Club, Spanish Club, Reader's Theatre, Creative Arts Club, World Cultures Club, Environmental Club, and Safety Patrol. Our all grade level talent show offers the opportunity for students to showcase talents they develop in and outside of school and is one way we embrace the rich cultural diversity represented in our student body. For students in need of academic support in Literacy and Math, a tiered system of interventions is delivered during our daily 30-minute Intervention Block period, which also provides non-intervention students opportunities for extended learning.

Something that makes Ivy Hall Elementary School stand out among other schools is the living embodiment of our values statement, "all students can learn at high levels." Our school hosts many of our consortium special education classrooms. Here at Ivy Hall Elementary School, we service students with special needs that in many other school districts attend a regional special education facility. As a result, our special education students have 100% access to their grade level peers and our general education curriculum. At every opportunity our school works to incorporate all learners because in District 96 we believe that all students can learn at high levels. Something that makes this remarkable is that Ivy Hall achieved an exemplary designation, and all of our students are included in many of the measures that are necessary for that status to be attained.

Our mission is to ensure that every child achieves his or her maximum potential. Our values support our mission: model for others what we expect from others; every child, every school, every day; best practice, not first practice; learning has no boundaries; and celebrate success.

Our rigorous curriculum, administered by caring and supportive staff, assures that our mission is honored every day, and when it is time to hiring new teachers, our rigorous four-stage interview process, conducted by teachers and administration, ensures that we employ candidates who hold the same philosophy and

dedication to the profession. Our growth mindset ensures that we are never satisfied with our performance. We continue to improve our practices by becoming a Kagan Engagement school, embedding Thinking Maps into all areas of instruction, and building the capacity of coaches to differentiate professional development for all staff members including paraprofessionals. Additionally, parents and community members are actively involved in our curricular information, social events, and district committee discussions.

Ivy Hall Elementary School's greatest strength is its positive atmosphere where students feel welcome, safe, and challenged to take risks and strive for excellence. The entire staff prides itself on collaborating to ensure that each student succeeds. True partnership between home, school, and the District 96 community facilitates this collaboration and serves to benefit students every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Ivy Hall Elementary School has a strong commitment to a consistent vertically-articulated curriculum for all students. This goal is pursued with Common Core-aligned programming, best-practice literacy instruction, and a combination of common and unique assessments. Classroom teachers, specialists, support staff, and administrators share a common vocabulary and set of expectations during collaborative efforts for the continued growth of all children. Ivy Hall Elementary School employs Pearson representatives to provide ongoing professional development around the common-core-aligned literacy program, ReadyGen 2.0. ReadyGen is research-based and supports a balanced literacy approach. It alternates fiction and nonfiction texts allowing for spiraled instruction of learning targets. ReadyGen crafts lessons wherein the writing components are aligned to the reading objective(s) they follow. Writing also spirals through various genres to support well-rounded, text dependent writers. All genres and prompt types are supported by Ivy's utilization of The Write Tools as structures for building and organizing writing. Write Tools structures and language are prime examples of how students at Ivy Hall Elementary School build upon prior knowledge year after year.

To complete the dedicated literacy block, teachers design data-driven differentiated learning tasks that often mirror the skills modeled in shared reading. To meet the needs of all learners, small group reading instruction may be comprised of (1) homogeneous groups, students with similar reading levels or similar target proficiency, or (2) heterogeneous groups to foster a positive classroom ecology and support metacognition via peer modeling. Small group instruction may also be guided by Words Their Way, another differentiated component of literacy. The school is well-equipped with supplemental learning materials such as leveled texts, readers theater, online libraries, and more to support literacy acquisition. A guaranteed and viable balanced literacy block is achieved with curriculum, tools, and quality teachers working together for all students.

Ivy Hall Elementary School uses pre-assessments, common formative assessments, and end of unit assessments to assess teaching and student learning. These assessments are derived in different ways. Some assessments are created by collaborative teams, some are district created, and some assessments that are part of ReadyGen, which is our district adopted literacy curriculum. All assessments are common core aligned.

1b. Mathematics:

Our math curriculum centers on the Common Core Mathematics Standards. In order to teach targets in the areas of Numbers and Operations in Base Ten, Numbers and Operations-Fractions, Operations and Algebraic Thinking, Measurement and Data, and Geometry we utilize our district approved curriculum of Bridges in Mathematics and The Math Learning Center's Number Corner. Within each of these areas, students are exposed to high-level thinking and real-world problem-solving. Instruction focuses on conceptual understanding so students understand the "why" behind the "how". Through the use of specific mathematical vocabulary and multiple models and strategies, students become problem solvers and critical thinkers. To ensure that our students' needs are met we use other resources in addition to Bridges in Mathematics and The Math Learning Center's Number Corner. Not only do we look for appropriate materials within Bridges in Mathematics, but we also use our math coaches when planning for students at all levels.

In order to appropriately meet students' needs, students are given a pre-assessment before the start of a unit. This helps teachers gather data on what level they are within the target. Each math target is paced at three different levels and this helps provide a focus for small group instruction. The Extends is an enrichment of the Mastery target and goes deeper into the Mastery target rather than jumping to acceleration, the Mastery level target is grade level expectation, and the Developing targets are based on Level 1 of Marzano and Kendall's Taxonomy and helps build up a student's conceptual knowledge of the Mastery target. The pre-

assessments lead to data discussions and allow for teachers to work with coaches and the district materials to plan appropriately for all students. Using this data, teachers plan whole group and small group instruction as dictated by the pre-assessment results.

1c. Science:

To support a guaranteed and viable curriculum, all classroom teachers use the NGSS-aligned program, TCi Science. Students are regularly involved with inquiry-based science lessons where they examine scientific relationships, theories, and understandings through investigative classroom experiments and engaging scientific reading. This program was chosen after a committee of teachers, coaches, and administration sifted through the standards to find a hands-on, well-organized, vertically articulated science curriculum. Student knowledge in the area of science is measured via pre-assessments, common formative assessments, and end of unit assessments. These are used to assess teaching and student learning. These assessments are derived in different ways. Some assessments are created by collaborative teams, some are district created, and some assessments that are part of TCi, which is our district adopted science curriculum. All assessments are aligned to Next Generation Science Standards.

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

Each grade level focuses their social studies instruction on the Illinois Learning Standards for Social Science, which are based on the National Council for Social Studies (NCSS) C3 (College, Career, and Civic Life) Framework. The targets in grades K-5 range from targets about the students own social world to the global world in the areas of geography, economics, civics, and history. Teachers use an inquiry-based approach to tackle the content standards in the areas of in the areas of geography, economics, civics, and history. Furthermore, this inquiry-based approach is designed to bring about a global awareness in students, develop civic responsibility, and increase disciplinary literacy skills. In addition, our reading curriculum is closely tied to the skills and topics within the social studies curriculum.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Physical Education: At Ivy Hall students participate in physical education every day. The curriculum is aligned with the Illinois State Standards. Physical education at Ivy Hall concentrates on skill development. These skills include kicking, jumping, striking, throwing, catching, and more. These skills are emphasized throughout the state-aligned curriculum. Each grade level also participates in an age-appropriate health curriculum. In the third, fourth, and fifth grade our students also participate in fitness testing using the Fitnessgram standards. Our physical education program has a robust adaptive physical component as well. At Ivy Hall Elementary School our special education students have the opportunity to participate inside the general education physical education classroom, and they have access to an adaptive physical education setting. Due to Ivy Hall's unique special education program, we have opportunities for students with special needs to be with their grade level peers outside of special education in all settings including physical education. Exploration Lab:

Exploration Lab offers the students of Ivy Hall at all grade levels opportunities to work in a S.T.E.M. environment. Students have a chance to experience productive struggle in a multitude of areas including coding, robotics, model fabrication, and testing. The environment in exploration lab fosters the 4 Cs, critical thinking, collaboration, communication, and creativity which prepare the students for the 21st learning skills for their future success. The students are taught the design thinking process in which they work through the four steps, ideate, define, design and develop. The students also learn and use research skills and

disciplinary literacy strategies in the process of creating and testing the projects they are working on. Exploration Lab is also the place where students learn keyboarding. From grades one to five each student works through a sequence of keyboarding lessons to ensure they have the skills required for our 1:1 environment.

General Music: The Ivy Hall general music program utilizes the Illinois State Standards as our curriculum. Students experience music through the Standards of Performing, Creating, Notating, Responding, and Connections. Our curriculum also involves the use of a wide variety of Orff instruments, from hand-held instruments to mallet instruments to World Drums. Third-, through fifth graders learn and perform on a recorder instrument. Fifth graders have the opportunity to learn to play the ukulele. In addition to general music our 4th- and 5th-grade students may join our orchestra or band.

Art: The Ivy Hall general art program provides opportunities for students to gain a deeper appreciation of art and to explore their creative potential. Using the Illinois Arts Learning Standards, students will actively engage in the artistic processes of creating, presenting, connecting and responding. Students partake in lessons rich in technology integration, hands on materials, and deep in connection to their world. Our special education students receive an hour of Supported Art each week with a trained art teacher. We are very proud to offer this unique opportunity to our low incidence artists. Within this therapeutic and creative time, students are exposed to multi-level, and multi-step projects. They are designed to meet each student's individual needs, strengths, and areas for growth. We strive to expose students to sensory challenging materials, as well as build their fine motor skill and strength through manipulation of materials. Within limits, the pace and direction are determined by the student if possible.

Social Emotional Learning (SEL): At Ivy Hall we have a number of SEL programs in place to support our students. Schoolwide, we utilize Michelle Garcia Winner's Social Thinking as common language throughout the building. All students learn terms of expected and unexpected behaviors, size of the problem, and the zones of regulation. Students have access to "zen zones" in classrooms for self-regulation and breaks. Our school has two designated "ready rooms" and a "motor room." Ivy Hall has a schoolwide positive reinforcement program called Wildcat Wow. Teachers nominate students they see going above and beyond for a Wildcat Wow helping hand. Each month, 10-12 students paint their hands on the wall. Painted hands wrap around the interior of the building. Students also participate in monthly SEL building wide activities.

3. Special Populations:

Culturally and Linguistically Diverse students (CLD): At Ivy Hall Elementary School, we use a co-teaching model to support our culturally and linguistically diverse learners. Services available for English Learning for Culturally and Linguistically Diverse students (CLD) include an inclusion model with CLD students in General Education classrooms with support from Language Development Coaches (LDC). LDCs co-teach in classrooms with support in reading, writing, speaking, listening, and more. Instruction includes academic learning objectives and language learning objectives in the areas of speaking, listening, interacting, reading, and writing. When students reach 5.0 on the Assessing Comprehension and Communication in English State-to-State or ACCESS test, they exit from English development support. Language supports depend on the ACCESS scores of the student and are outlined on the WIDA Can-Do Descriptors. When students register, families complete a Home Language Survey. On the Home Language Survey, two questions ask whether a student or the family speaks a language other than English at home. If a family answers yes to either question, the school will need to determine whether the student qualifies for English development services. If the student is eligible for language development support the school will move forward and communicate with the family.

Low Incidence Special Education Students (LI): Something that makes Ivy Hall Elementary School stand out among other schools is the living embodiment of our values statement, "all students can learn at high levels." Our school hosts many of our consortium special education classrooms. Here at Ivy Hall Elementary School, we service students with special needs that in many other school districts attend a regional special education facility. As a result, our special education students have 100% access to their grade level peers and our general education curriculum. At every opportunity our school works to incorporate all learners, because in District 96 we believe that all students can learn at high levels. Something that makes this

remarkable is that Ivy Hall achieved an exemplary designation and all of our students are included in many of the measures that are necessary for that status to be attained.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

One of the ways that we use to maintain a positive climate and culture inside the building with staff is through frequent and intentional celebration. Celebrations are a part of our culture and daily operations. Our meeting agendas always begin with personal and professional celebrations. When analyzing data, we find opportunities to grow and opportunities to celebrate our success.

Another component that promotes positive climate and culture with staff is the utilization of the building leadership team. The leadership team plays an integral part in supporting climate and culture at Ivy Hall. The leadership team is a part of many decisions. By incorporating leadership in initiatives and changes. This serves to mitigate the issues that can occur with the propagation of a top-down approach toward leadership and change.

One of the ways that we engage the climate and culture of our community, staff, and students is via the Illinois 5Essentials survey. This survey is administered on a biannual basis to our staff, students, and community members. We use this feedback as a critical resource for assessing the climate and culture of our building and community. In addition to the 5Essentials survey, in the years that we do not administer the 5Essentials survey, we issue an internal climate and culture survey.

One of the many ways in which we work to support student climate and culture is through student team building, Kagan Cooperative learning structures, and a focus on SEL (Social and Emotional Learning). Team building is built into our instruction in order to initiate a positive social element that is directed under the supervision of a classroom teacher. Kagan Cooperative learning strategies are incorporated into our classrooms to build a culture of teamwork and collaboration between and amongst students and staff. Final SEL is embedded into our curriculum in order to explicitly teach students the proper way to behave when interacting with students and others. All these elements help our students contribute to a positive climate and culture.

Communication is a critical element in maintaining a positive school/home relationship. Teachers are required to provide at a minimum biweekly communication to families. In addition to this, the building principal sends a weekly message home to families. Both teacher and administrative communication with families serves to keep students, parents, and staff members connected around critical events and details with regard to the school. This timely communication helps to maintain a positive relationship for all stakeholders.

2. Engaging Families and Community:

Ivy Hall school actively and authentically engages families and the community. Stakeholders believe that strong home-school connections are important in educating successful global citizens who are lifelong learners. Our home school connections start by authentically knowing our community. Our Guiding Coalition on Interculturalism (GCI) is a district-level committee that partners with a local consulting organization, DeEtta Jones and Associates. The purpose of the GCI in our community is to be a learning community that reflects and connects D96's values of diversity and inclusion; aligns parents, educators, and students in cultural and educational experiences; and engages with a wide audience. Ivy Hall is committed to home-school partnerships. Parents are welcomed in multiple languages by a wall of graphic art. Our office staff and principal greet new families to assist with any questions. International students are provided an interpreter to ensure clear communication.

We continue to ensure clear communication throughout the school year using many avenues. We maintain regular electronic communication through Ivy Hall's website, classroom teacher emails, Twitter, and weekly principal's message. Report cards are accessed electronically and are translated when needed. We also host events to partner with our students' families and create an inclusive and supportive culture. Parents are taught academic and social-emotional strategies to promote a common language and create

strong home-school connections. This starts before the first day of school when students are invited to meet their teacher and explore their new classrooms. Other events include new family orientation, curriculum night, math and literacy nights, family reading night and conferences. Interpreters are also present at conferences when needed. Parents are encouraged to take a survey after conferences to provide feedback on improving the process.

Ivy Hall believes in creating partnerships through activities that promote physical fitness and well-being. Early in the year, Ivy Hall elementary school hosts a “fun run.” Students and parent volunteers are invited to walk or run a mile and a half around the community. Other activities include Jump Rope for Heart event, field day, and Girls on the Run. Ivy Hall school partners with many local businesses to ensure the success of its students. We partner with the local park district to provide a before and after school club for working parents. Local library personnel are invited to promote its services and programs. We also have cultural arts assemblies to increase our students’ awareness of history and culture.

3. Professional Development:

Professional development at Ivy Hall Elementary is mostly job-embedded and delivered by the instructional coaches. The instructional coaches are trained in research-based best practices through internal and external professional development opportunities. The learning of instructional coaches is always brought back to share with all staff. Furthermore, instructional coaches work with two or more case study teachers annually to provide professional learning multiple times a week. Instructional coaches work with their case study teacher in a more deliberate professional relationship to increase the learning within the classroom. They also deliver professional learning during our Job-Alike (JAL) meetings. Once a month, the district hosts JAL time during an early release day. These JAL meetings offer the teachers a chance to engage in professional learning with their colleagues from across the district. Each meeting is focused on a particular subject, and members are charged with bringing their learning back to their grade level counterparts at their home buildings.

Ivy Hall teachers also have the opportunity to join multiple committees. These committees range from Standards Based Reporting to the Professional Learning Team. Through these committees, teachers have access to the research behind the work being done.

Lastly, Ivy Hall faculty also have the chance to work with outside consultants. This year the administrators and math coaches have worked with Tim Kanold to develop best practices in math and overall culture building. The instructional coaches, team leaders, and administrators will also have a chance to work with Joellen Killion to develop their leadership capacity, feedback skills, and understanding of the Learning Forward Standards for Professional Learning. In addition to outside consultants, Ivy Hall teachers have the opportunity to attend both local and national professional development throughout the year.

4. School Leadership:

Ivy Hall Elementary School values the ongoing collaboration of all stakeholders in our school community. Successful leadership is evident through our work toward district and school goals. Building administration partners with elementary level colleagues to ensure that our school’s success and focus are driven by the mission, vision, and values of District 96’s yearly goals.

In conjunction with the building administration, there is a building leadership team. The leadership team is comprised of a grade-level representative as well as one leader from each of our three specialist teams. Together this leadership team meets weekly to collaborate on providing support and professional development for all staff in meeting identified goals. All team leaders participate in extensive training throughout the school year. This training focuses on building team leaders’ facilitation skills. Team leader participants celebrate building-wide successes and problem solve collectively. The role of the team leader is not easily defined since there are many responsibilities. Directives of a team leader include, but are not limited to: facilitating team meetings, initiating and carrying out data discussions focused on student achievement, creating environments that promote professional learning and opportunities for growth in other teachers’ leadership skills, and ensuring District goals and initiatives are supported.

Our teachers work alongside Instructional Coaches in the areas of literacy, math, technology, and language development. Coaches meet with grade level teams and individuals to support student learning twice a week. In addition, grade level teams meet weekly to further investigate student and team needs. Meetings focus on student data, standards, teaching strategies, and collaborative planning for instruction, intervention and enrichment.

Another integral part of our leadership community at Ivy Hall is our Pyramid of Intervention Team (PIT) which includes social worker, psychologist, occupational and speech therapists, math interventionist, literacy interventionist, special education teachers, language development coaches, administration, and itinerants from our special education cooperative. The team meets weekly to discuss student data to aid in students' academic and behavior achievement. PIT shares their expertise to ensure that all tiered students are receiving the supports appropriate for their learning and success. The PIT team meets weekly to implement new solutions and monitor student supports for our neediest students. The PIT team collaborates with teachers to aid in student achievement both academically and behaviorally. The PIT discussions are driven by data to focus on measuring the impact of strategies and supports.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Ivy Hall students reach high levels on all of our standard measures of achievement. The success of our students is a direct result in our belief that all students can and will achieve. We make learning rather than teaching the fundamental purpose of our work. Through a multitude of assessment tools, student learning is monitored, and instruction is adjusted to allow for the highest levels of performance for each individual student.

Common assessments are designed by a district job-alike group comprised of instructional coaches and teachers. These assessments are Common Core aligned, created to identify multiple levels of mastery within a given target. The value is not in the assessments themselves, but in how the assessment data are utilized. Prior to beginning any unit, students take a pre-assessment, and the data are shared and discussed with a grade level team and content coach to develop appropriate teaching strategies and resources. This discussion continues throughout the unit to understand how teaching strategies should be adjusted, and what interventions may be needed.

Ivy Hall students also take multiple external assessments. The Measures of Academic Progress (MAP) test is administered three times each year. This provides all Ivy Hall teachers the opportunity to assess a student's success, growth, and areas for improvement. Student activities can be differentiated within each classroom to address their individual needs. Additionally, students take the Illinois Assessment of Readiness, formerly PARCC, to provide a global perspective of student learning. Analyzing the results allows us to better understand our students and what instructional changes are needed.

Assessment tools are also used to determine qualifications for tiered interventions. The MAP test is the initial indicator which leads to further screening using FASTBridge probes for literacy and math. These probes offer additional data points and can also be used as an instructional focus for students receiving tiered intervention support. Second language learners are assessed using the Assessing Comprehension and Communication in English State-to-State or ACCESS test and the World-class Instructional Design and Assessment or WIDA language screener. The WIDA language screener is administered to help place students in co-taught classrooms. This assessment gives us a snapshot of where students are on a continuum of second language acquisition. The ACCESS test, in conjunction with the WIDA screener, helps us determine the appropriate supports for each stage of second language acquisition. Ivy Hall students are successful because of our balanced and coherent assessment tools provide the necessary data to guide our collaboration and instructional decisions that keep the focus on student learning.