

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

[X] Public or [] Non-public

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

Name of Principal Ms. Debbie Barnes

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

Official School Name Bannockburn School

(As it should appear in the official records)

School Mailing Address 2165 Telegraph Rd.

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

Bannockburn IL 60015-1531
City State Zip Code+4 (9 digits total)

County IL

Telephone (847) 945-5900

Fax (847) 945-5909

Web site/URL https://www.bannockburnschool.org

/home

E-mail amihelbergel@bannockburnschool.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. Scott Herrmann

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

E-mail

sherrmann@bannockburnschool.org

District Name Bannockburn School District 106 Tel. (847) 945-5900

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 Dr. Lucy Hammerberg

(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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	6	10	16
1	6	14	20
2	10	3	13
3	5	9	14
4	15	8	23
5	5	8	13
6	8	8	16
7	12	4	16
8	8	8	16
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	75	72	147

*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
 - 14 % Asian
 - 9 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 7 % 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.

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	161
(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: 6%
9 Total number ELL

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

Cantonese, Greek, Gujarati, Hausa, Korean, Mandarin, Polish, Romanian, Russian, Serbian, Spanish, Swahili, Tamil, Yoruba

7. Students eligible for free/reduced-priced meals: 17%
Total number students who qualify: 25

8. Students receiving special education services: 12 %
17 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</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: 18
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.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 13:1

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%	95%	95%	96%	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.

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

The mission of Bannockburn School is to meet the cognitive, social, and emotional needs of a student living in a global society.

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

The Village of Bannockburn, established in 1924, is a quaint suburb of about 1300 residents on the North Shore of Chicago. Resident racial makeup during the 2010 census was 73% White, 13% Asian, 7% Black, 3% Hispanic, 2% two or more races, 1% American Indian and 1 percent Native Hawaiian. Our district includes the Village of Bannockburn, portions of unincorporated Deerfield, Highland Park, Lincolnshire, Riverwoods, and families from Trinity International University, whose children bring a variety of world cultures, contributing to the community's rich complexion.

Bannockburn School has approximately 155 students kindergarten through eighth grade. The student body makeup includes 71% White, 14% Asian, 9% Black, 3% Hispanic, and 3% two or more races. In addition to English, 13 additional languages are spoken in the homes of some students. Our school is one of the remaining one-school districts in Illinois. Built in 1930 as a one room schoolhouse with a hitching post out front, Bannockburn School has seen numerous additions and remodels over the years: each addition has served to enhance student success while retaining the school's charming features.

Envision a one-story white brick school building that resides in a picturesque setting where students walk, ride bikes, and as late as the mid 90s, rode horses to school. For decades, the Bannockburn Police Department and Village Hall occupied a small front room in the school and maintained a community connection, a priority still in existence today. For example, a Drug Abuse Resistance Education (D.A.R.E.) officer accompanies the fifth- grade class to Outdoor Education and the village welcomes all school families to participate in annual events such as the Halloween Haunted Trail, Winter Sleigh Ride and Bannockburn Day.

To build school community, the Bannockburn School Parent Organization (BSPO) plans events such as the End of Summer Ice Cream Social, Movie Nights, Bulldog Run and Family Bingo. During the first week of school, an all-school assembly is scheduled to introduce and honor the 8th graders. This assembly shines a leadership spotlight on the class as they begin their final year, and for many of these students, the ninth year of their journey through Bannockburn School. As their odyssey ends they receive a school-wide send off.

Placing technology as a district priority has helped to fulfill the 21st century needs of our children. The incorporation of Bannockburn School's STEM Lab has brought an encouraging place where students can create solutions to real world problems. Also, our Innovation, Collaboration, and Exploration (ICE) Lab combines a school library with a green screen room offering students an inspirational space to produce presentation videos or the all-school news show. Additionally, the ICE Lab has evolved into a flexible learning environment and frames a portal to futuristic learning. Furthermore, the school has added a state-of-the-art science lab and art room with a professional kiln. One-to-one Chromebooks, iPads or laptops are provided for students and staff to support our instructional goals.

Bannockburn School provides opportunities in the arts, science, technology, and math to enhance its customary and special education programs. The school's curriculum ensures high standards for every student, and student achievement is exceptional on both state and national measures. Currently 21st century learning skills are incorporated in all of the school's curricular areas, with a focus on our global society, flexible learning, and innovation.

Districtwide, Bannockburn School blends Jim Fay's Love and Logic, Randy Sprick's CHAMPs, and the Connections program, all proactive and positive approaches to behavior management and executive functioning skills. Also, students utilize community service opportunities to foster leadership skills and earn Kudos, recognition awards for showing good citizenship, leadership, respect and responsibility.

Despite our small size, Bannockburn School has the breadth of offerings of a much larger school. Students are able to fulfill their potential, explore who they are and want to become because Bannockburn offers so much. We offer debate, a variety of specials, numerous after-school sports teams, student council, dances and orchestra, to name a few. To guarantee that each child is offered the same opportunities, the School Board funds all activities so that no child is left out of our school community for financial reasons.

Bannockburn School is lauded as an extraordinary place. Parents, students, and visitors never fail to remark about the school's warm feeling that can only be attributed to every person working in the district-- administrators, teachers, and staff alike. Many alumni return to purchase homes within the district in order to send their children here and two of our seven board members are former students, one of them, the youngest board member in the State of Illinois.

Bannockburn teachers are a compassionate, dedicated, and professional group who not only work well together, but also have a high level of collaboration and motivation, and place students as their top priority. The teachers' camaraderie and cooperation are second to none, and this atmosphere and focus is reflected in overall student success. These relationships between students and teachers provide our students with individual choices and collaborative goal setting opportunities that foster the remarkable progress that is being made academically, socially, and emotionally. At Bannockburn School, our students and staff believe that they belong here and that their voices are being heard.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Our goal at Bannockburn School is fostering lifelong readers and writers in accordance with Common Core State Standards in English Language Arts (ELA). Our youngest learners are immediate participants in the learning process by beginning with the kinesthetic learning of letters and sounds and actively choosing books that speak to individual interests. In kindergarten through 8th grade we scaffold from decoding to fluency to comprehension to author's craft.

Our ELA programs use a workshop approach nurturing thoughtful readers and writers. The exploration of literary genres, fiction and non-fiction through reading and writing, book clubs, student and teacher-led discussions and research are highlighted.

In addition to providing time daily to read, write and reflect in class, students learn to set goals, self-monitor their progress and are encouraged to choose materials that enhance their learning. Students conference not only with teachers but also with one another to reinforce communication and academic skills. With the use of formative assessment data, strategic assistance is offered during conferring with individuals and small groups of readers and writers to ensure that all students are working at their individual level and achieving success. Collaborative Google Doc templates serve as a resource for classroom teachers and specialists.

Furthermore, for effective communication our programs incorporate public speaking and listening skills. Media and technology, including learning to use information accurately, creatively, and ethically, are taught in an effort to share and participate collaboratively as members of a global community

Celebration is central to our program. Presentations are hosted for parents and other students, including Readers Theatre, Poetry Night, and writing celebrations all of which offer students a time to showcase their reading and writing with others. In addition, parents are kept informed of progress through digital portfolios. Teachers work together to instill the love of reading and writing, to ensure progress and to promote success for all students.

1b. Mathematics:

The mathematical instruction at Bannockburn School focuses on developing students' deep conceptual understanding of math concepts, proficiency of skills, and the ability to solve complex problems through high levels of rigorous instruction. Instructional models include direct instruction, structured investigation, and open exploration. Built upon the Common Core State Standards, Bannockburn's math instruction is engaging and differentiated for all abilities. Teachers make decisions and modify instructional programs utilizing Aimsweb Plus, Northwest Evaluation Association (N.W.E.A.), Measures of Academic Success and The Partnership for Assessment of Readiness for College and Careers (PARCC) data, in addition to curriculum based formative data trackers to meet the unique needs of each student. This practice ensures cohesiveness among curriculum, instruction, and assessment.

The results of unit pre-tests drive weekly instruction and educators adjust instruction based on individualized student needs. Formative assessments are utilized across grade levels through checkpoints, daily discourse, post-tests, and student self-reflections. The school's unique Differentiation Team collaborates weekly with classroom teachers to analyze data, monitor program effectiveness, and determine instructional modifications to best support diverse learners. Collaborative Google Doc templates serve as a resource for tracking student progress.

Together, teachers and specialists develop fluid math groups. Students demonstrating mastery receive small group elevated instruction with the classroom teacher or enrichment specialist. Students requiring additional interventions receive diagnostic support with the math specialist. Math intervention allows the opportunity

for students to build strong, integrated math concepts and develop a deep conceptual foundation. All students are instructed at individual levels, allowing for maximum growth. Educators incorporate technology through Smartboards, curriculum applications, virtual manipulatives, Google Classroom, and interactive platforms such as DreamBox and Khan Academy for personalized learning. These online applications empower students to take ownership of continuous learning. Ultimately, teachers work together with a common mission to promote mathematical success by providing cutting edge, individualized instruction that increases students' divergent thinking, problem-solving skills, flexibility, motivation, and enthusiasm.

1c. Science:

The science curriculum at Bannockburn was thoughtfully developed through careful integration of the Three Dimensions of the Next Generation Science Standards: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts, and the integration of the three dimensions is evident in our challenging performance-based assessments that complement and inform our unit plans in Life, Physical, and Earth/Space Science. Engineering challenges are designed to afford students the opportunity to apply their conceptual understanding of science inquiries to solve problems.

We value the innate curiosity that all children bring to school therefore students are introduced to scientific inquiry starting as young as kindergarten. They learn to navigate the language of claim and evidence from their early experiences in science. As students progress through the years at Bannockburn School, they are challenged to develop scientific arguments informed by the evidence and reasoning they build from active engagement in scientific inquiries. The curriculum builds conceptually from grade to grade. Each grade level curriculum map begins with a story that connects units of study through the use of Crosscutting Concepts.

Our units of study in science not only integrate scientific reading and writing but also encourage students to think like scientists with hands-on labs and experiments. Informational text is purposefully selected to support each unit of study. Guiding questions inform instruction and are used in science notebooks to focus student inquiry and problem solving. Science Notebooks are also used to assess formatively and as a tool for student reflection.

Our organic outdoor garden authentically provides a living laboratory where students can integrate math, science and problem solving as they generate natural inquiries based upon the patterns and cycles they observe. Science is a dynamic part of our K-8 curriculum and remains a favorite class period among our students.

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

Social Studies/History/Civic learning and engagement are valued in the K-8 curriculum experience at Bannockburn School. We believe that the Social Sciences are central to educating informed citizens who understand their roles and responsibilities in an increasingly interconnected world. From the earliest years, our curriculum challenges students to consider the impact of their choices and to consider their own potential to serve as responsible members of the community. Our curriculum illustrates it is our responsibility to create meaningful learning experiences that provide opportunities for students to experience the intrinsic rewards associated with civic action.

Our curriculum is rooted in depth, inquiry and the pursuit of knowledge through thoughtfully crafted essential questions and authentic learning experiences. Units at each grade level build conceptually as students ask questions, plan inquiries, evaluate sources and use evidence to communicate conclusions with the ultimate goal of taking action. Foundational concepts build from year to year through purposefully placed units of study that support students in acquiring the skills and tools that are critical to understanding the fundamentals of civics, history, geography, and economics/financial literacy. Ideas such as the U.S. Constitution, economic scarcity, geographic modeling, and chronological sequencing are woven into the fabric of the curriculum. Through active engagement, Bannockburn students learn to become critical consumers of information as they analyze primary and secondary sources. Our students discover that

“context matters” as they consider time, place, and intent when interpreting words, events and actions through time.

Reading, literature, and writing are authentically integrated into each Social Studies Unit. Our guiding questions are used to formatively assess student understanding and to inform instruction. Rigorous performance-based assessments are used at each grade level and are designed to challenge students to apply their knowledge in new contexts to ensure understanding. The Social Sciences play a dynamic role in the Bannockburn experience.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Music at Bannockburn School is a comprehensive program designed to foster a love for music. Classes follow the Illinois State Standards, National Core Arts Standards (NCCAS), and the National Association for Music Education. A variety of daily performance and individualized or small group lessons in band, orchestra and chorus are offered for students in grades 3-8. Music classes for students in grades K-5 meet bi-weekly. Students at all grade levels learn performance skills and techniques, develop and plan original musical ideas, and respond to and evaluate different musical excerpts and performances, including their own. Students are encouraged to connect their personal musical experiences to other content areas and community. Bannockburn is proud to have nearly 80% of eligible students participate in the elective music programs each year. Instrumental and vocal ensemble students participate in multi-district concerts and an additional Solo & Ensemble Festival to further their performance skills.

The ultimate goal of our daily student-centered, whole language learning K-8 Spanish classroom is for students to acquire the speaking, listening, reading, and writing skills needed to interact in Spanish in real-life situations. Spanish is spoken in the classroom as exclusively as possible, and the teacher considers individual learning rates and styles in goal setting and differentiating instruction. We follow the National Standards in Foreign Language Education, Illinois State Standards, as well as the American Council on the Teaching of Foreign Languages. Students in K-5 grades attend Spanish class twice a week while students in 6-8 grade have daily Spanish. Technology is integrated to invoke 21st century skills and collaboration with native speakers.

The 3-8th grade STEM program provides student opportunities for collaborative problem solving, creative design, and building projects. Teachers are facilitators rather than instructors, empowering students to use the engineering design process as a way to seek creative solutions to solve problems.

The mission of the library program is to ensure that our students are effective, ethical, and enthusiastic users of ideas and information. We understand that student-directed reading and research are fundamental to successful life-long learning and school success. Students access databases, audiobooks, eBooks, and a variety of online tools to meet their information and personal reading needs. Digital citizenship teaches students online safety and the importance of their digital footprint. Communicating with authors in person and online promotes connections beyond school walls.

The art program guides students to express themselves through a variety of mediums, problem solve by using multiple artmaking techniques, and investigate various society-changing artists. The goal of this program is to give students the opportunity to find joy and meaning in their own creations through choice. All grades attend multiple art classes each week. The curriculum includes lessons that touch on both 2D and 3D artwork. Student success is evident during the annual Fine Arts Night, where every student’s artwork is showcased for the community. An important goal of this program is to guide students to become

independent and creative thinkers. The art room is a safe place for students to express themselves and make connections with others through their work.

The Physical Education (PE)/Health Program follows the state and national standards for curriculum. K-5 students participate in PE four days a week. Middle school students partake five days a week for two trimesters and health for one trimester. All K-8 students have access to a variety of activities that illustrate the benefit of physical fitness and a healthy lifestyle. Students participate in exciting activities such as rock climbing, roller-skating, Fitnessgram, and ballroom dancing. Fifth-eighth grade students utilize heart rate monitors daily to track physical activity, and set personal fitness goals which are shared with parents.

The Second Step curriculum used in K-8 classrooms emphasizes the importance of teaching social emotional skills, emotional intelligence, and increased awareness of ourselves and others. The Rush Executive Functioning Curriculum is taught to all students entering middle school, teaching skills that help promote a smooth and successful transition. Our mentoring program, Connections, is used with individual students offering positive feedback on targeted behaviors in order to increase student success. The five pillars of Character Counts are woven throughout all curriculum areas as we teach our students to be caring, respectful and responsible citizens.

3. Special Populations:

At Bannockburn School, our core philosophy centers around the belief that differentiated instruction throughout our curriculum and classrooms will create the highest student achievement. As a result of this philosophy, we have committed to providing core instruction for all students within the general education classroom.

In order to successfully carry out this mission, our Differentiation Team meets weekly with each grade level to review student data and determine where additional support is needed. Ongoing data informs specialists of the specific instructional needs of students and instruction is delivered both individually and in small groups. Our Behavior Specialist assists teachers with ideas, feedback, and programs to support students whose behaviors interfere with the ability to learn. In addition to intervention instruction, other specialists serve in a coaching capacity to support all teachers.

At Bannockburn, we believe that academic enrichment should be in addition to, not in place of, core instruction. Our Enrichment Specialist, together with the Differentiation Team, provides higher achieving students with the rigor and depth necessary for academic achievement. Standards based, differentiated instruction is delivered in complete alignment with our core curriculum. Homework is differentiated and student choice is offered. Every student is invited to participate in enrichment opportunities such as book clubs, interest groups, service learning, and academic contests throughout the year.

Our English Language Learners (ELL) Program empowers students to achieve English language competency and academic success. The ELL teacher delivers explicit English instruction that is differentiated based on each student's English proficiency level.

Significant resources have been invested to ensure that teachers have the most current training available that provides the highest quality instruction to diverse learning populations as well as the time and resources to do so. Our Multi-Tiered System of Supports (MTSS) Team and Student Services Team meet weekly to review progress-monitoring data and problem solve in order to make service delivery and coaching needs adjustments. Our resource model offers the opportunity to address Individualized Education Plan (IEP) goal-specific instruction in a small group setting with the support of a certified special education teacher. Students with disabilities receive the highest quality content instruction in the general education classroom, while receiving the supports necessary to ensure both academic and social/emotional growth.

Bannockburn takes great pride in our work to address the achievement gap. Our 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) data reported that our only subgroup with a gap of more than 10% was our IEP to non-IEP students in the area of English Language Arts (ELA). To address this achievement gap, we have increased both the frequency and monitoring of reading interventions.

Student programming adjustments are made based on rate of progress that is constantly assessed and monitored by our Student Services Team. In addition, our reading and math specialists offer summer school instruction to students scoring below the 50th percentile at no cost to the parents.

At Bannockburn, we excel in our expert ability to tailor instruction, interventions, and assessments to meet the diverse and individual needs of all special student populations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Bannockburn School provides a positive classroom and community environment focusing on students' academic, social, and emotional growth. Administrators are visible in the building and staff members know every student and family. Teachers use various classroom motivational systems to grow our supportive school culture. Focusing on the positives, students are acknowledged for demonstrating kind, helpful, and respectful behavior. Teachers often attend student sporting events, dance recitals or musical performances outside of school. Due to the strong relationships created among staff and students; our discipline problems are virtually non-existent.

There is an enthusiastic hum throughout the building as students are motivated and engaged. Our teachers bring excitement and joy to their classrooms along with high standards for themselves and their students. Teachers encourage student choice and involvement where students feel empowered and in charge of their learning. Classrooms no longer have traditional desks, but flexible seating giving students the freedom to make choices about where they best learn in the classroom or other designated areas such as the outdoor courtyard.

Each year a school-wide motto is chosen to deepen positive school community awareness, such as "You Matter," "Be Awesome" and "Release the Champion Within." The most recent motto, "Choose Kind," is displayed throughout the school and printed on staff spirit-wear, and reinforces the adage, "Treat others the way you want to be treated." Emphasizing kindness in our district continues to create a warm, familial environment among our students, staff and the community at large. The power of the positive atmosphere often results in summer visits from current students anxious for school to begin and alumni visits to reconnect with former teachers.

Administrators in our building offer encouragement, guidance, and leadership to our teachers creating a school culture where teachers feel valued and supported. This positive atmosphere creates a stable faculty with little staff turnover other than those retiring, usually after 30 plus years. Sunshine Club, our staff's social organization, plans special events such as showers, retirement parties, book clubs, and meals for teachers who are ill or grieving. Furthermore, teachers recognize the amazing work of their colleagues in a variety of ways including personal notes of admiration to one another. Whether it's leading an in-service, organizing a school event, or completing graduate school, teachers celebrate one another's accomplishments big and small.

Truly, the support and positive atmosphere throughout the building promotes a sense of pride and joy in those who teach, learn, and work here.

2. Engaging Families and Community:

Students and parents join the Bannockburn family in kindergarten and have the unique opportunity of growing together as a family for nine life-changing years. Kindergarten families bring their eager children to school on the first day and are invited to join a gathering to meet the parents of their children's classmates, as well as the specialist team working with their children. Even before the school year begins, students open their mailboxes to find welcome letters from their teachers, and first graders are greeted with a new book! All families are invited to an open house to chat with the teacher on the eve of the first day, then gather at the community park for an ice cream social.

Consistent, transparent communication is offered through weekly newsletters, emails, phone calls, student-led conferences, a quarterly district newsletter, the school website, social media posts and podcasts. Parents volunteer in the classrooms, chaperone field trips and serve lunch at the school. Open communication and collaboration is nurtured when administrators invite parents to fireside chats or to participate on school committees. Throughout the school year, students look forward to the many special events that teachers invite families to attend such as STEM and math night, art and reading nights, classroom writing

celebrations, Shakespeare in the Garden, elementary music programs, band, orchestra and chorus concerts, Fuel Up to Play 60 Sports Night, and the annual school musical. During these events, our building is filled with conversation and laughter with extended family members: our students take pride and enjoy showing off their work to others.

The library is open to families during special summer hours in order to encourage the love of reading while school is not in session. In addition, Bannockburn School welcomes the community with a weekend open house for all stakeholders to view and experience the wonder of our school. Another component of our community outreach is our offering of adult classes such as art class, Google training and Internet safety. A “Little Free Library,” built and maintained by students, stands proudly on the school property offering books to the outside community.

We understand that family engagement in schools is crucial to the success of every school and improves student achievement. The partnership with the families of our students and the community as a whole is valued and celebrated through strong communication, activities, and inclusiveness.

3. Professional Development:

The collaborative culture at Bannockburn School is cultivated by empowering all teachers to contribute in the decision-making of professional development. Throughout the year, numerous opportunities are provided to promote teacher leadership and allow staff to share their knowledge with colleagues on a variety of professional topics. Staff members demonstrate and share their expertise by presenting at local and national conferences, in neighboring districts, and in local university teacher preparation programs. Staff connect and collaborate with others via social media including Twitter (#bannockburn106) to share our school community with a global audience.

Additionally, our staff is encouraged and supported to seek out individualized professional learning opportunities via advanced degrees, conferences, workshops, online courses, webinars, and observations of colleagues both in our building and in neighboring districts. Currently, 15% of our teachers are Nationally Board Certified bringing additional insight and expertise to our school community.

Professional books are chosen by staff members to support individual growth opportunities and to seek new and innovative ways to reach all of our students. Teacher book club discussions offer opportunities for rich, reflective conversations to strengthen both instructional and social-emotional practices that positively impact student growth. Instructional support specialists attend weekly grade level differentiation meetings to analyze student data and plan instruction to address the academic, social and emotional needs of every student. These specialists observe, model, coach, and co-teach lessons, providing strategies and expertise to support student achievement and school improvement. First year teachers participate in a mentor program working closely with an administrator, a veteran teacher, and instructional support specialists. The mentor program emphasizes the development of new teachers’ skills in differentiating instruction and utilizing best practices to assure student growth and achievement.

Professional consultants work with staff on an ongoing basis in all subject areas, aligning Common Core State Standards with instructional programs to promote rigorous instruction.

Language arts teachers attend intensive reading and writing seminars at the Teachers College in New York City to enhance their skills. Beyond academics, staff members participate in programs to support the emotional growth of our students. These include Elysa’s Mission, a student suicide prevention program, an Internet safety workshop presented by the County’s Forensic Cyber Analyst and various other school safety workshops.

The professional development at Bannockburn School supports the district’s strategic plan and is aligned with Common Core, National, and State Standards. It is our top priority at Bannockburn School to promote student growth and to provide opportunities for our students and staff to learn alongside one another.

4. School Leadership:

The leadership structure of Bannockburn School consists of the Principal and a Director of Special Services. Administrative leaders continuously seek input from all staff members on policies, procedures and curriculum through individual, team, and whole faculty meetings. Staff members are invited to collaboratively make decisions such as professional development, calendar planning, scheduling, and new staff hiring. There is a strong belief and understanding that every staff member is an important, valued member of the school team.

Administrative leaders motivate, encourage and empower all staff members to be leaders in their classrooms and within the building. Teacher-leaders place both their students' academic and emotional learning as their primary goals and work within their own classrooms to improve student achievement and resilience. Our shared vision is that each student experiences meaningful personal and academic growth every day. All teachers assume leadership roles by collaborating weekly with other educators to analyze data to improve student achievement, mentor others, and lead committees, books groups and professional development. Teachers are encouraged and supported as they create new programs and learning opportunities, such as Battle of the Books, One Book, One School, and student interest groups.

In turn, we motivate students to be leaders in their classrooms and within the school. Classrooms are student-centered environments where students' voices are encouraged to be heard. Students lead all school morning announcements, manage meetings and instructional groups within the classroom, run weekly student council meetings, attend monthly School Board meetings, and direct the Fuel Up To Play 60 Program. In addition, students give input to school-wide decisions such as planning a new playground or choosing furniture for a renovated space. Students are aware that there is an open door policy to all teachers and administrators.

Bannockburn supports new teachers by recognizing the importance of training, collaboration, and feedback in the development process. Administrators and veteran teachers support new colleagues through a vast understanding of the curriculum, best instructional practices and our vibrant school culture.

Our parent community is involved in the learning process through volunteer opportunities within the school, school events and committee decisions, and play an active role in a school community that values their input.

Leadership is a shared role that is nurtured in all teachers and students at Bannockburn. We are proud that the core value of compassionate leadership is visible from our youngest students to our most veteran teachers and administrators, and that the goal of educating the whole child is at the forefront of all shared decisions.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Bannockburn School is committed to providing the highest quality, individualized instruction to every student. Five years ago, a “Differentiation Team” model was implemented, where individual grade-level and content area teachers meet with a team of specialists including reading, math, special education, English language learners, media, and enrichment. An ongoing, collaborative union of experts individualize instruction, through design and modification, to meet unique student needs. Our culture of teamwork builds on student strengths while simultaneously scaffolding to support all teachers and learners. This team approach is the key to personalizing instruction and maximizing student growth.

Formative and summative data are reviewed and analyzed weekly to make instructional decisions during differentiation meetings. Multiple data points are examined and instruction is adjusted to ensure student progress. Instructional technology, flexible groupings, and individualized curriculum are incorporated to tailor instruction to specific student needs.

Support staff facilitate reading and writing conferences, as well as lead differentiated instructional groups. Specialists offer curricular support and resources in addition to providing direct instruction to small groups based on student needs and interests. Additional interventions are delivered fluidly to those needing support beyond the grade level curriculum.

Over the last three years, our Partnership for Assessment of Readiness for College and Careers (PARCC) data has shown improvement in both reading and math. As an example, in 2014-2015, 60% of all third grade students met or exceeded the Common Core State Standards on the PARCC assessment in math. Over the last three years, the percentage has increased to 85%, 86.7%, and in 2017-2018, 100% of all third grade students met or exceeded the standard on PARCC in math. These increases, along with those of other grade levels, support our belief that using data to individualize instruction along with the support and expertise of our “Differentiation Team” positively impacts student growth and achievement.

Providing tailored instruction to all students has significantly impacted student achievement and learning success. Our commitment to differentiated instruction and individualized learning has been the focus of our professional development this school year. Over the summer, our teachers read and discussed "Student-Driven Differentiation" by Lisa Westman. In the fall, we partnered with the author as she observed in classrooms and then consulted with individual teachers on best practices for differentiated instruction. Focusing on individualized instruction and establishing and growing a “Differentiation Team” model has been vital to student success.