

U.S. Department of Education
2023 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 Dr. Kenneth Hyllberg
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Arnett C Lines Elementary School
(As it should appear in the official records)

School Mailing Address 217 Eastern Avenue
(If address is P.O. Box, also include street address.)

City Barrington State IL Zip Code+4 (9 digits total) 60010-4627

County Lake County

Telephone (847) 381-7850 Fax (847) 304-3918

Web site/URL <https://lines.barrington220.org/> E-mail khyllberg@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. Craig Winkelman E-mail CWinkelman@barrington220.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barrington CUSD 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. Sandra FICKE-BRADFORD
(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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	57
1	111
2	117
3	69
4	65
5	84
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	503

*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
 - 7 % Asian
 - 1 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 5 % 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 2021 - 2022 school year: 5%

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, 2021 until the end of the 2021-2022 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	503
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

English, Spanish, Italian, Polish, Arabic, Hindi, Ukrainian, Hungarian, Czech, Mandarin (Chinese), Urdu, Russian, Gujarati, Latvian, Bulgarian, Malayalam, Telugu (Telegu), Tamil

English Language Learners (ELL) in the school: 17 %
84 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 94

8. Students receiving special education services with an IEP: 15 %
Total number of students served 77

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>25</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 10

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 23:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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

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

Students will engage in literacy with a focus on responding to text in writing while maintaining stamina and using a growth mindset to take risks.

17. Provide a URL link to the school's nondiscrimination policy.

Students:

https://boardpolicyonline.com/?b=barrington_220&s=137259

Personnel:

https://boardpolicyonline.com/?b=barrington_220&s=137177

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

PART III – SCHOOL OVERVIEW

Arnett C. Lines Elementary School has been serving the Barrington area since 1969. Lines School is a neighborhood school of over 500 students. It is just around the corner from the quaint downtown village, a mostly rural, old horse town in Northern Illinois.

Students come into the front doors each morning greeted by a 6'4" principal who knows their names and interests. He talks to each of them as they whiz by heading off to their classrooms, happy to have the attention of the "big guy." Soon after the bell rings, the announcements begin with a song like "Good Morning to You" from *Singing in the Rain*...and of course he sings right along with it. Announcements end with a quip about hot lunch choices and the Lines School Pledge: "Be respectful, say it loud, be responsible, safe, and proud!"

Lines School sets high academic expectations for all students. Our rigorous curriculum guides teachers in reaching all learners, regardless of their ability levels, using a strengths-based approach. Teachers and students work together to build a sense of agency. This growth mindset is pervasive throughout all settings. Staff are often heard talking to students about the power of "yet!" ("I don't understand it, yet.")

The Professional Learning Community (PLC) at our school focuses on student learning. Staff and students value a collaborative culture and collective responsibility to ensure all students learn at high levels. Lines School has four National Board Certified Teachers as well as twenty teachers that have an English Language Learning endorsement. 'Summer Universities' offered by the district are always well attended by staff from Lines School. Through the structure of PLCs, the staff works interdependently to achieve our common goals.

Our approach to goal setting is a process called the "vision cycle" in which our focus is based on a primary goal that is data-driven, ensuring that we make informed decisions that are both easy to understand and emotionally compelling, resulting in powerful learning experiences that are equitable, student-focused, and teacher-driven. Our Vision Cycle Goal is "to use and understand coping skills to increase student stamina when faced with social and literacy challenges." In addition to this central focus, we introduced ongoing communications with our families throughout the year. Our messages focus on building stamina in reading and writing with strategies to help parents provide support at home. Lines School has established an incredible culture of reading for fun! The students and staff love to read!

The professional culture at Lines School is one of friendship. Teachers and teammates are friends, spending time together outside of school for clubs, volleyball, and concerts. Teachers lean on each other for support and there is never an air of competition; this has transferred intentionally to our families.

Another strength of Lines School is family involvement. The parents at Lines School are very involved in their children's education! They ask questions, schedule conferences, and attend school functions and fundraisers. Parents take learning seriously and appreciate resources shared by teachers.

Lines School has previously won the National Blue Ribbon Award in 1994 and 2008. We have a strong commitment to teaching with excellence to meet the needs of all students. This commitment is evident in the countless opportunities provided to staff and students. For example, the 'One to World' program has been an integral part of our district since 2016. This program provides every student and staff member with their own Apple iPad, to be used as a personal learning device for all subject areas. To support this initiative, the staff is provided with ongoing professional development as new applications and device advancements become available. Science, Technology, Engineering, and Mathematics (STEM) classes have been in our curriculum since 2018. Students receive grade-level appropriate lessons from a dedicated STEM teacher. Parents receive regular newsletters about the concepts students are learning. Each year, staff collaborate across the district to host a STEM night for families where students demonstrate use of STEM tools with their parents.

There are many services available to reach students. In addition to our robust curriculum, Lines School has

interventionists for reading and math. Students are identified for intervention through our Multi-Tiered Systems of Support (MTSS) process. Our school offers an Extended School Day program to students who show a need for additional support in reading and math. Lessons are connected to the curriculum and begin with a brief lesson in Social Emotional Learning (SEL) on growth mindset, executive functioning, and goal setting. The program runs for six weeks in the fall and winter.

Lines School is a source of pride for the Barrington community. At the end of each day, the bell rings and the kindergarteners sing “Oh, it’s time to say goodbye to all our friends.” The adults walk the halls; all hands on deck as the hustle and bustle diminish.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Literacy Instruction at Arnett C. Lines Elementary School is balanced and robust. Knowing and delivering strong instruction begins with clear, precise language; our teachers model for students those behaviors and understandings that will be expected of them. Therefore, all our students benefit from a shared experience in reading, writing, and word study. The workshop kicks off with mini-lessons of about ten minutes that set up students to practice skills in their independent reading levels and book clubs.

Flexible, small-group instruction is regularly observed at Lines School. It is common practice to assess students' reading levels and group students accordingly. In addition, our teachers responsively adjust small groups of students based on their unit pretest and mid-unit checkpoint responses. During this time, teachers utilize our skill-based progressions when working with students either individually or in a small group setting. These progressions serve as a tool for the teacher and also as a goal-setting device for students. When students are shown where their performance falls on the progression, it becomes natural for them to look to the next step towards mastery or beyond. The language offered in these progressions is student-friendly and in manageable chunks, making the goal-setting attainable.

Recently, our leadership team elected to implement Junior Great Books (JGB); Lines School has been engaged in ongoing JGB professional development for two years. This instruction celebrates a shared inquiry approach supporting dialogic conversations. We feel strongly that these additional resources supported us in reaching students in an authentic manner that offered opportunities to meet the standards we felt were lacking otherwise.

Writing is where we find more conferring happening. Units begin with an on-demand writing prompt, serving as a pre-test. This paper launches goal-setting conversations and strategy group needs as teachers analyze student papers. After the mini-lesson, teachers strategically plan for small groups. Our teachers also find it very beneficial to confer individually with students, this allows them to personally connect the teaching points. To this end, goal setting becomes a vital aspect of writing instruction. Students take notes on the writing process and the genre of their writing piece as they continue to improve their craft of writing. At the end of writing units, you will often find celebrations where teachers invite the principal and support teachers as an authentic audience for the students to spotlight their writing pieces. The focus of these celebrations, complete with popcorn or other goodies, serves as a way to recognize our writers!

Phonics and word study round out the literacy portion of a student's day at Lines School. Students are made aware of the sound patterns through explicit and systematic phonics instruction to support the reciprocity of decoding and encoding. Our district's implementation of a core phonics and word study resource has supported building teachers' capacity regarding the need for instruction in phonological awareness. Teachers administer pre and post-assessments weekly to gauge students' progress. They track this data over time to make sure their students are retaining their knowledge and transferring it to their writing.

1b. Mathematics curriculum content, instruction, and assessment:

Teachers at Arnett C. Lines Elementary School provide highly effective math instruction of concepts and skills through engaging, hands-on experiences anchored in a concrete-pictorial-abstract learning progression. This asset-based approach keeps problem-solving at the core of learning. Teachers' high expectations are balanced with the encouragement of a growth mindset and flexibility of thinking that relies on collaboration between peers. Math In Focus 2020 is our current math curriculum.

The Common Core State Standards are explicitly stated in each lesson of every chapter. This information allows the Lines School teachers to determine where to best support students as they are constructing their understandings. Teachers take advantage of the chapter openers that connect students to their prior

knowledge that will be necessary for the chapter.

Lessons take on the path of a focus cycle where the students are presented with an engaging “think” task that piques their interest in attempting the new concept. This is followed by a teacher-facilitated inquiry task that leads students to explore a new concept through varied examples; first with their teacher and then independently. The entire cycle takes on a gradual-release model offering opportunities for teachers to formatively assess students and adjust their teaching accordingly.

The Lines School teachers rely heavily on the concrete-pictorial-abstract model to reinforce gaps in their students’ understanding of math concepts. Oftentimes a teacher will utilize the transition guide from our curriculum that serves to connect the concepts across grade levels, making it easier for teachers to shore up any gaps students are facing. Moreover, teachers rely on problem-solving techniques to extend student learning. Each grade level works on different mathematical heuristics that are developmentally appropriate when facing real-world problems. All math lessons offer differentiated enrichment and reteaching opportunities that provide resources for flexible small groups.

The end of each unit contains an assessment suite that offers multiple opportunities to assess students through different modalities. The “Math Journal” is a written response geared at capturing the student’s metacognition during a real-world problem whereas the activity referred to as the “Thinking Cap” explicitly expects students to use their grade-level heuristics to solve problems and name them. From written responses to the “Chapter Review,” students are engaged in problems similar to the end-of-unit assessment. Many teachers at Lines School opt to give this first in the assessment suite so as to respond to students before the Chapter Assessment. The “Performance Task” is another real-world problem that explicitly consolidates multiple standards while fostering mathematical habits. Much of the scoring for this task is rooted in the student being able to show a model for his/her thinking that simultaneously conveys his/her use of a heuristic. Finally, the chapter test is administered. In most cases, the chapter test is summative with the exception being a large concept broken down across different chapters. In these cases, the chapter test becomes formative information for the next chapter. Teachers at Lines School are constantly using multiple data points to guide their instruction and create small groups.

1c. Science curriculum content, instruction, and assessment:

The science curriculum in Barrington School District takes on an inquiry-based approach where cross-cutting concepts, disciplinary core ideas, and science and engineering practices are laid out vertically. The district has provided both Full Option Science System (FOSS) and Carolina Curriculum to drive the lessons. These curricula integrate the Next Generation Science Standards (NGSS,) making it clear what critical content is to be delivered. What sets Barrington School District apart is its authentic use of the prairie fields in our many forest preserves. The district coordinates with the volunteer groups that run and maintain the different reserves to offer engaging field trip experiences, different for each grade level, that authentically connect to a unit of study. Students bring their science journals to capture observations in drawings or anecdotal notes. Lines School is fortunate to have a butterfly garden where the second-grade students practice sketches in their science notebooks.

Another hands-on approach to science is the live specimen component. Each grade level has a different specimen from crayfish to crabs. Many scientific attributes are utilized during these units. Students make observations and take measurements of their specimens while documenting them in their science notebooks. The teachers at Lines School use the notebooks as formative assessments to note how the students are transferring their scientific knowledge and use of academic vocabulary. While FOSS offers multiple choice assessments for each grade, most teachers at Lines School prefer to balance grades between participation, science notebook logs, and even the written response of a Question-Claim-Evidence-Reasoning (QCER,) where students make a conjecture and support it with evidence and reasoning. Even though these types of assessments tend to take longer to grade, our teachers prefer the information garnered from them as it yields a more holistic representation of the child’s understanding of the unit.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our district-developed social studies curriculum is aligned to the College, Career, and Civic Life Standards through an inquiry approach. Teachers pose an overarching, compelling question across the year with three connecting units, guided by a two-part inquiry approach. The first part of each unit is taught through teacher-led inquiry in order for students to build background knowledge. The second part of the unit is student-led inquiry, as the students then have background knowledge and are able to research the topic further independently, using their questions to guide their research.

Students are formatively assessed through exit slips, turn and talks, and image studies through the first part of the unit to see that they can demonstrate understanding by responding to compelling and supporting questions about the content. Summative assessments include having students demonstrate their understanding by developing a final inquiry that shows their ability to: ask and answer questions, use effective research skills, synthesize information in writing and/or verbally, and select a medium for effectively communicating.

The first phase of the unit allows the teacher to model and use guided practice to support student learning. By the second phase of the unit, students share questions and form inquiry groups. The student-led inquiry approach has four phases: immersion, investigation, synthesis, and going public. The students plan their inquiry and begin by immersing themselves in their topic, asking questions, and recording new learning. As subtopics emerge, they begin investigating each area. Grade levels have non-fiction trade books, as well as digital resources for their units to support students in their research; students are encouraged to find resources themselves at times too. Students then begin to synthesize all they've learned, asking 'What big ideas do I now understand about this topic?' Lastly, students "Go Public," connecting with an audience, raising awareness, and sharing their new learning.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Lines School, visual and performing arts programs focus on the child as the artist and encourage students to be musical learners. The visual arts process is a combination of self-directed project planning, learning to use art materials with teacher support, and experimentation throughout the creation process. Performing arts focus on musical learners who perform, practice, and engage with music. Students at Lines School are able to use the arts as a means for self-expression, emotional release, and problem-solving to make sense of their world.

The art program allows a connection to other curricular areas. Connections to mathematical problem skills include graphing, symmetry, and balance. The connection to science and history, both through subject matter and processes, is also integrated into the art. When students critique artists, their critical thinking and literacy skills are enriched.

Musical learners communicate ideas and emotions through performance. Students at Lines School benefit from performances that allow them to engage, collaborate, and better understand peers of their own age. Performing with instruments helps students' motor skills, listening skills, and hand-eye coordination while vocal music develops aural and auditory processes. As a performer, students connect with personal interests and their repertoire of knowledge to make decisions.

2b. Physical education/health/nutrition

The physical education program at Lines School focuses on lifetime activities that develop an understanding of the impact fitness and nutrition have on a healthy lifestyle. Students participate in activities that promote social, emotional, and intellectual well-being. We are committed to making evidence-based physical education and health education the cornerstone of a comprehensive school physical activity program.

Studies show that those who exercise increase brain activity in the prefrontal cortex, an area associated with complex thinking, decision-making, and correct social behavior. With access to daily PE at Lines School, students have a chance to get in this vital physical activity and also get in activities that force both the left and the right brain to work together. This helps develop higher-level thinking, sensory integration, and critical thinking skills.

Barrington recently adopted and developed a brand new researched-based curriculum embedding all National Standards for Physical Education. Students participate in fitness, cooperatives, nutrition, stunts and tumbling, pickle-ball, soccer, cross-country skiing, and many other lifelong activities. Students at Lines School are provided opportunities to be active such as a before school running club, intramurals, 5th-grade district basketball, track and field program, and movement breaks throughout the day provided by classroom teachers.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Arnett C. Lines Elementary School library is staffed with a certified teacher librarian and a library technology assistant. The librarian welcomes students to the library for fifty minutes each week, providing access to books and resources within and beyond every school day. The librarian utilizes additional time to curate a diverse library collection, collaborating with teachers to support the core curriculum while integrating a rich literacy curriculum.

Our library's extensive collection represents various points of view, satisfies the educational needs and interests of students, and supports the district's elementary curriculum. Our library collection consists of over 15,000 books, including curriculum-based resources to support academic success, and provides digital materials, including audio and eBooks as well as digital magazines and subscription databases to support learning and inquiry at school and home.

Our library curriculum is based on state and National Library Standards and prepares students to be responsible consumers and creators of information. The librarian designs and delivers standards-based instruction and promotes reading for enjoyment, information, self-inquiry, and lifelong learning. Lines School's library plays a pivotal role in preparing students for their future by providing access to relevant resources, a diverse collection of materials, and an engaging learning environment.

2e. Any other interesting or innovative curriculum programs you would like to share

The Science, Technology, Engineering, and Mathematics program (STEM) at Lines School engages students in collaborative problem-solving through engineering design, programming, and robotic challenges. Our goal is to empower our learners to become innovative designers, knowledgeable constructors, global collaborators, and digital citizens. Our program was founded on developing six cognitive competencies: Character, Collaboration, Communication, Creativity, Critical Thinking, and Civics.

STEM encourages students to experiment and make mistakes! It boosts their curiosity, making learning fun, relevant, and everlasting. The concepts relate to the real world and help students solve day-to-day problems. Students are motivated to ask questions in order to understand concepts, making the class more communicative and interactive.

Our STEM program provides connections to other disciplinary areas. Students apply scientific and mathematical concepts in hands-on projects such as building simple machines, designing and testing rockets, or working with circuits. Students use geometry to design a bridge, algorithms to solve problems and analyze data from an experiment. We introduce technical vocabulary to expand language skills. The STEM teacher and librarian collaborate to reinforce research with design; students use books or online resources. At Lines School, students participate in hands-on activities for problem-solving and critical thinking, leading to metacognition and a growth mindset.

3. Academic Supports

3a. Students performing below grade level:

At Lines School, students performing below grade-level are identified through a Multi-Tiered System of Supports (MTSS). After completing district-approved universal screeners at each grade level, the principal, MTSS facilitators, grade-level teams, instructional coach, and social worker/psychologist meet to review data. The data is used to inform decisions about differentiating instruction and designing interventions within and outside the classroom setting.

In addition to Tier 1 instruction, students identified as at risk for academic and/or behavioral challenges receive supplemental support within Tier 2 or Tier 3 interventions. Interventions that take place within the classroom are provided by the classroom teacher with coaching from specialists. For example, some students benefit from a check-in/check-out system to help prevent an identified problem behavior from occurring throughout their school day. By sharing clear expectations, and providing feedback and support, students participating in this level of behavioral intervention can be more successful at achieving their goals.

If skill deficits are greater, interventions are delivered outside the classroom through direct instruction by an interventionist. Lines School has both a reading and a math interventionist, as well as a bilingual reading interventionist. The bilingual reading interventionist supports students in our Spanish Dual Language program. Interventions chosen for delivery by these interventionists are determined during the grade-level meetings and based on student needs. For example, a student that struggles with foundational reading skills may be pulled out of their classroom to practice these skills through a scientific-researched-based program similar to Fundations! To ensure that students are responding to the supplemental support, progress is monitored weekly.

MTSS also includes our speech pathologists, who screen students and identify a need for intervention in the area of articulation. Occupational Therapists conduct classroom observations to identify trends and offer suggestions and strategies to support sensory, fine motor, and visual needs.

3b. Students performing above grade level:

Arnett C. Lines School has an 'Extended Services' program that supports children with a unique profile of strengths, talents, and abilities whose needs exceed the core curriculum. Through a continuum of services, varying levels of challenge are designed to match student needs through differentiated, accelerated, and enriched instruction from the Extended teacher. Program placement is fluid, with appropriate opportunities to move within the continuum to transform student potential into performance. The Extended Services program provides above grade-level acceleration to students who demonstrate high ability and may benefit from the accelerated placement. Students can receive pull-out services in math and reading beginning in 3rd grade.

All students at Lines School are universally screened for potential placement in the Extended Services program. Additionally, a full review process is possible for students who require more data to determine placement and fall within the program criteria range. In preparation for the review, teachers administer performance-assessment tasks to qualifying students, which are then submitted as part of a portfolio to the Review Committee for consideration. The Extended team examines all student data to proactively find students who might qualify for Extended Services.

For those students who do not qualify for Extended Services, the Extended teacher works in collaboration with the grade-level teams to provide support and resources for students within the classroom working at a high level. Examples of resources in math include extension activities within the core curriculum, finding and explaining errors, and providing critical thinking games and puzzles during math groups. Leveled texts in a variety of genres are available for students as well. Classroom teachers also provide differentiated feedback and coaching when conferring with students to aid in the progression of skills. Open lines of communication are encouraged between students, teachers, administration, and home. Every child's success is our goal at Lines School.

3c. Students with disabilities:

At Arnett C. Lines Elementary School, the Special Services Team consists of the principal, school nurse, psychologist, social worker, speech-language pathologists, occupational therapist, physical therapist, vision itinerant, hearing itinerant, special education resource teachers, bilingual special education resource teacher, self-contained teachers, and student services assistants. This team works with students, staff, and families to ensure the needs of students with disabilities are met.

Students and staff are supported through consultation services; student minutes are met through a push-in or pull-out model for direct instruction. At times, students' academic needs require more than supplemental instruction and receive a complete replacement curriculum. The curriculum utilized at each level of service is scientifically research-based; progress is monitored through grade-level general education outcome measures. To determine a student's educational strengths and challenges, we utilize a variety of assessment data including standardized assessments from initial/re-evaluations as well as classroom and district-based assessments.

Collaboration between specialists, general education teachers, and parents promotes common academic language and goals for student success. Specialists and general education teachers make sure students are not missing valuable instructional time in homerooms. Lines School places an emphasis on the inclusion of all students with disabilities across general education settings. This allows students with disabilities to have time with peers of the same age to further develop social relationships and be exposed to rich curricular conversations during activities like Read Aloud and Junior Great Books.

In looking at the whole child's academic success, the special services team has helped Lines School adapt social-emotional learning tools such as Zones of Regulation, Calm Down Corners, and Sensory Pathways in the hallways. District-level training is provided to the staff regarding de-escalation strategies and nonviolent crisis interventions. Our staff has received assistive technology professional development in the area of language acquisition, specifically augmentative and alternative communication devices.

3d. English Language Learners:

The Multilingual Specialist services multilingual learners in a pull-out method where students are seen in a small group setting and receive intensive English language development instruction if their ACCESS score is 3.4 or lower. All lessons are created by the Multilingual Specialist based on each student's language needs. The K-Model, WIDA screener, or ACCESS score are used as a baseline data point, then WIDA standards and 'Can Do' descriptors are used to help create lessons and meet students' needs in all four language domains. The Multilingual Specialist is in constant communication with the classroom teachers and shares many resources, such as graphic organizers, visuals, digital tools, and total physical response (TPR) strategies that can be used in the classroom setting to help multilingual learners be successful.

Lines School has twenty staff members who are English Language Learner (ELL) certified. Our multilingual learners who receive a score of 3.5 or higher on ACCESS have their English language development organically met by a homeroom teacher or specialist that is ELL certified. This model allows for the Multilingual Specialist to focus on early intervention with our kindergarten thru second grade students and work intensely with any newcomers. The Multilingual Specialist makes sure to keep in touch with the staff and is always available to support them when needed. Monthly strategies, games, and tips are shared with

the staff for their teaching toolbox and can be used in the classroom. Students at Lines School have been serviced through this model for four years and by second grade, many of our multilingual students have transitioned to receiving support in the classroom. This has been very beneficial as it allows our multilingual learners to become more comfortable in their classroom setting, make closer connections with their peers, and keep up with the rigorous curriculum.

3e. Other populations, if a special program or intervention is offered:

Arnett C. Lines Elementary School has forty-two second graders and forty-five third graders enrolled in our Spanish Dual Language (SDL) program. In addition to all core subjects, our SDL curriculum includes bicultural areas of study, such as art, music, and technology. Each of these areas of study supports the acquisition of the essential skills and knowledge for supporting biliteracy and bicultural education. These areas of study are integrated with the Spanish language immersion approach. We immerse our students not only in the Spanish language and culture of Spanish-speaking countries but also in many different forms of traditional music, customs, stories, and art from a variety of regions. Through this model, students acquire oral skills to engage with peers from different languages and cultural backgrounds. This integration helps our students build vocabulary, practice their oracy, and reinforce their grammar syntax.

SDL teachers at Lines School are constantly assessing their students' needs and providing interventions by employing a variety of strategies. One strategy includes providing additional support through targeted language interventions in students' native language. These interventions help students develop a stronger vocabulary in their native language in order to better transition into their second language. SDL teachers adapt their instruction according to their students' language ACCESS proficiency levels in the domains of speaking, reading, writing, and listening. They use several strategies from the Sheltered Instruction Observation Protocol (SIOP) model; teachers use content and language objectives in their daily lesson plans. In addition, teachers provide students with various opportunities to learn using different modalities to deliver instruction: visual, auditory, graphs, total physical response (TPR), videos, review/reteach vocabulary, bridge, and translanguaging. Teachers differentiate informative assessments based on their language needs by providing word banks, sentence stems, and extended time. Teachers grant students opportunities to practice their oracy in a small group setting.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Visitors often share a common reflection about Arnett C. Lines Elementary School: “The students always look so happy!” Our positive school climate and culture are the ultimate reflection of our efforts; our students' growth mindset toward learning is our highest measure of success. Through deliberate efforts to engage, motivate, and create a positive learning environment, Lines School has cultivated a school climate and culture that supports their positive growth and development.

Engaging children begins with connection. All Lines School staff members have an authentic interest in getting to know our students as both learners and young people. Relationship building is happening all the time outside of the classroom too. For example, teachers often eat lunch with students, invite students in before and/or after school, and chat at recess. When students are aware their teachers care about them, student engagement naturally increases. Students feel safe to take risks and are more invested in their learning. This builds intrinsic motivation and creates the building blocks for developing a positive growth mindset toward learning now and into the future.

Another way we have increased student engagement is through higher expectations for all grade levels; our clear and rigorous learning goals challenge our students! Students at Lines School are encouraged to learn from their mistakes in order to learn and grow. This universal mindset from staff provides learning opportunities throughout the day for a student, creating a culture where the children are “all our students.” The message is clear from the staff: We care about you and we believe in you!

Lines School has many systems and routines embedded into the school culture that create a positive environment and develop students' social-emotional learning. For example, the school-wide positive reward system encourages students to do the right thing and help others as well. These are classroom and individual awards given to students and classrooms by staff members throughout the school year. Also, each classroom has a buddy classroom where primary and intermediate students are teamed up at a variety of times throughout the school year to share their experiences both in academic areas and relationship building. The student council program at Lines School also offers opportunities for second through fifth-grade students to learn and demonstrate leadership skills and be positive role models and mentors to other students. These activities help establish and develop career readiness competencies like communication, critical thinking, responsibility, and emotional intelligence.

2. Engaging Families and Community:

Arnett C. Lines Elementary School has a strong partnership with our Parent Teacher Organization (PTO.) We recently launched the “Lines Loves Literacy” initiative; parents receive information about various ways they can support literacy at home. Our school proactively shares information regarding how much students should be reading at home, how to determine what book level is appropriate, and how to integrate reading strategies outside of school. We have organized a home project in which families provide book recommendations called “Pawsome Books.” These recommendations are hung throughout the walls of our school for students to read and discuss.

Over the course of a school year, teachers invite family members to read to their classrooms as “mystery readers.” This allows families to share their love of reading with the students! Parents bring their favorite book from home, model good reading, and get to see a glimpse of their child's school life. We also organize a “Literacy Night” in conjunction with our book fair; families come to school in the evening to participate in various literacy-based activities. While at school, parents are asked to fill out a literacy survey so staff can collect data on how much time families spend on reading at home. We also organize a “summer reading challenge.” Students are encouraged to read over the summer and are recognized when we come back to school in August.

Our Multilingual Specialist sends out bi-monthly newsletters to all multilingual parents; these newsletters

share strategies that parents can use to support their children at home, providing parents with resources, tips, and visuals. The newsletter also shares ways that parents can get their child involved in school activities and activities happening outside of school. Our Spanish Dual Language (SDL) teachers invite parents to assist students with special cultural projects. Some teachers also grant parents the opportunity to visit the classroom during special breaks to have conversations and coffee in a more laid back cafe type setting. At the end of the school year SDL teachers and parents host a picnic where families and staff mingle and connect with other families across the district.

Another example of how our teachers support students and parents is the high percentage of Lines School teachers that participate in optional ongoing professional development during the course of a school year. Last year when our district office offered a 30 hour multifaceted 'Math Micro-Credential,' Lines School staff was well represented.

3. Creating Professional Culture:

At Arnett C. Lines Elementary School, the culture of both professionalism and positivity creates an atmosphere where all staff members strive to do their best for students and for each other. Many intentional practices have factored into this supportive culture of learning.

For grade-level teams, professional learning communities meet weekly and intentionally. Monitoring student growth and designing engaging lessons to successfully create learning opportunities is at the cornerstone of each team. Unit planning with the instructional coach is a consistent practice that promotes supportive collaboration. We have built-in professional development with our coach as well, through individual and team coaching cycles. Not only has this practice provided personalized professional development, but it also promotes a sense of partnership and celebration of our successes as educators. In addition, we meet for Data Review meetings with all grade-level stakeholders through our MTSS. We cheer for each other - and we make that public through weekly "Staff Shout-Outs"! Lines School is a place where we are on the same team, and in turn, this benefits the positive growth of the students.

Vertical collaboration, rather than working in isolation, is at the heart of Lines School's culture! This has a positive impact in several ways. First, an active Leadership Team that includes representation from many grade levels and specialist areas, schoolwide initiatives, such as book studies, professional development ideas, and standards alignment, are the topics that take center stage. Vision Cycle work includes representation from all grade levels; this team works to create examples and rubrics to not only align but raise expectations to meet and exceed standards. This in turn not only benefits our students but also cultivates a staff that feels heard, supported, and valued. Friendships have strengthened, and as teachers gain trust within the school community, vulnerability increases; we are all more open and willing to share and try new things without fear of judgment.

Finally, our culture is the result of not just enthusiastic and intentional collaboration; the support provided at Lines School has made an impact. Professional development opportunities, whether from our instructional coach or from an outside resource, are abundant. This highlights our interest in bettering ourselves as educators. In addition, it is encouraged from administration to build in additional flexible time to work together and apply our new learning. We feel supported in many ways to grow as educators. These opportunities certainly cultivate a supportive and professional environment.

4. School Leadership:

The leadership philosophy at Arnett C. Lines Elementary School is one of empowerment. Over the past several years the principal has fostered an outcomes-driven climate in which he brought in resources to show that student learning was a priority all year long.

The principal has created a leadership team that represents all school perspectives and allows for all staff to have a voice and take ownership in planning the next steps. In order to foster vertical articulation and streamline school communication, the leadership team assists in decision-making.

After collecting universal assessment data, the principal meets with grade-level teams and individual teachers, examining multiple data points to ensure they know which students are making progress and also which students may need additional support. He asks, “How can we best support students in showing all they know...to show all they have learned?” Subsequently, the leadership team met in the summer of 2021 to reflect on both scores and the culture of learning to set specific and measurable goals for the school year. One of our goals was: The school community will use and understand coping skills to increase stamina when faced with social and literacy challenges. From the beginning of the school year our principal and leadership team collected ideas on how to measure this goal; we collectively developed many ideas for various initiatives to assist with implementation. We measured this goal through surveys and formative and summative assessments. This goal allowed all stakeholders to see how their role could contribute to the success of all students over the course of the entire school year.

One hypothesis the leadership team had was that our students needed to build stamina for written reading responses. Consequently, teams gave practice reading responses regularly throughout the year using scales and rubrics our teachers created. We also had norming meetings to align expectations and provided students with immediate feedback. This became a continuous cycle of responsive teaching! One resource that the leadership team provided was Junior Great Books (JGB). JGB provided opportunities for students to increase stamina while engaging in student-centered discussions and developing skills with oral and written reading responses. JGB strengthened our students’ ability to focus, pay attention, and actively listen to their peers. Students excelled at supporting their opinions and thoughts about their reading through specific text evidence. Our instructional coach organized materials and job-embedded professional development for all staff to support this initiative.

5. Culturally Responsive Teaching and Learning:

Arnett C. Lines Elementary School is dedicated to meeting all the diverse needs and backgrounds of our students, families, and staff! We prioritize social-emotional learning (SEL), building a supportive school community by embracing all the diversity of our school!

There are many opportunities to build community at Lines School because all classrooms organically integrate SEL throughout their students’ entire day. We use Second Step as our SEL curriculum anchor. We also include Zones of Regulation, calm down areas, and “Cozy Corners” to help students manage their emotions to get ready to learn. Our primary classrooms all have an intermediate buddy classroom; these older students are “Lines Committed,” which means they are dedicated to modeling our Lines School Pledge: Be respectful, Be responsible, Be safe and proud!”

Lines School builds this “Lines Committed” culture of community and respect by recognizing students and classrooms that embody the Lines School Pledge. Individual students can earn “PAW Prints,” while classrooms can earn “ROAR Awards,” both of which are celebrated on the morning announcements by our principal. He rewards classes with incentives like extra recess and pizza parties for reaching certain ROAR Award milestones. There are many opportunities outside of the school day for students to build community and engage in their personal interests, including sports, the arts, and hobbies.

Lines School is also committed to diversity, equity, and inclusion. One of our staff members serves on our district’s Diversity, Equity, and Inclusion (DEI) Committee. She, along with our district DEI director, are training a large cohort of Lines staff members in diversity, equity, and inclusion practices such as culturally responsive education and unconscious bias. Many initiatives around the building have been implemented to ensure that all our students and staff see themselves represented through our books, music, bulletin board displays, signage, and morning announcements. Parent surveys are sent out at the beginning of the year, asking parents to share details about their family’s culture. This encourages students to talk about their different family traditions, holidays, popular foods, and much more. Survey results are shared with the classroom teacher, this allows teachers to better understand and celebrate the different cultures in our building. A presentation was given to our staff so they could experience a day in the life as a multilingual learner. This presentation brought out great discussions about what can be done to help our multilingual learners succeed in all classroom settings.

PART VI - STRATEGY FOR EXCELLENCE

Arnett C. Lines Elementary School has been operating under a Professional Learning Community (PLC) philosophy for the last eight years, focusing our combined efforts on three areas: student learning, high-performing collaborative teams, and staying focused on our results to guide our instruction. Working under a PLC philosophy has allowed Lines School to see substantial growth in literacy and math while focusing on student outcomes, their social-emotional development, and continuous school improvement.

Our staff has evolved to a place where grade-level teams and other departments meet multiple times every week to discuss teaching, and student results from common assessments, and to stay focused on student outcomes. When staff notice students struggling, we mobilize our multi-tiered systems of support (MTSS) team to ensure all our students' needs are being met and that student and staff learning is always taking place. Operating as a Professional Learning Community has allowed our staff to foster an outcomes-driven climate where district and school resources are utilized to enhance student learning all year long. After collecting universal screening data, along with common assessments, grade-level teams meet and have child-centered solutions-oriented conversations. The principal then meets individually with teachers to review outcomes on a student-by-student basis, with a focus on using data to continuously support student learning. If students are expected to meet standards but do not, we immediately discuss how we can support them. In addition, we are always working to improve our ability to spot concerns earlier in order to intervene sooner.

Lines School launched a 'Vision Cycle Goal' to "use and understand coping skills to increase student stamina when faced with social and literacy challenges." In the context of the PLC philosophy and our Vision Cycle Goal, we were confident our students knew what they needed to learn, the trick was to get them to show us what they knew!

One thing that we do differently is ensure that our students are motivated to show us what they have learned. Students have the skills, so we have worked on making sure they have the expectation that they can achieve. We've given them a reason to value showing what they can do. To that end, we pull out all of the stops. Our process gets the whole school involved in encouraging students. With everyone working together, supporting each other and celebrating effort, testing has become an opportunity for students to shine, culminating with a huge celebration.