

U.S. Department of Education
2016 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. Matt Moreland
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Earl Pritchett School
(As it should appear in the official records)

School Mailing Address 200 Horatio Boulevard
(If address is P.O. Box, also include street address.)

City Buffalo Grove State IL Zip Code+4 (9 digits total) 60089-1842

County Lake County

Telephone (847) 353-5700 Fax (847) 215-3259

Web site/URL http://www.d102.org/schools/pritchett.html E-mail mmoreland@d102.org

Twitter Handle https://twitter.com/D102Pritchett Facebook Page _____ Google+ _____

YouTube/URL https://www.youtube.com/user/CCSD102/pl
aylists Blog _____ Other Social Media Link _____

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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Theresa Dunkin E-mail tdunkin@d102.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Aptakisic-Tripp CCSD 102 Tel. (847) 353-5660

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Ellyn Ross
(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.

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

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. 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.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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 (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 4 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 with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	28	66
K	48	42	90
1	54	52	106
2	53	54	107
3	51	53	104
4	58	65	123
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	302	294	596

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 38 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 50 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 9%

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, 2014 until the end of the 2014-2015 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2014	596
(5) Total transferred students in row (3) divided by total students in row (4)	0.089
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 32 %
192 Total number ELL

Specify each non-English language represented in the school (separate languages by commas): Arabic, Assyrian (Syriac, Aramaic), Bengali, Bosnian, Bulgarian, Cantonese (Chinese), Greek, Gujarati, Hebrew, Hindi, Hmong, Japanese, Kannada (Kanarese), Korean, Lithuanian, Malayalam, Mandarin (Chinese), Marathi, Mongolian, Oriya, Other, Panjabi (Punjabi), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Sourashtra (Saurashtra), Spanish, Taiwanese/Formosan/Min Nan, Tamil, Telugu (Telegu), Thai, Turkish, Ukrainian, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 10 %
Total number students who qualify: 59
8. Students receiving special education services: 9 %
54 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.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 2 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 9 Other Health Impaired
- 10 Specific Learning Disability
- 12 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 14 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 10
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	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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.

Earl Pritchett Elementary School is committed to serving the social, emotional and academic needs of every learner, every day and in every way.

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

Earl Pritchett Elementary School (Pritchett School) is one of four schools in Aptakisic-Tripp CCSD102 (D102) located in southern Lake County, Illinois. Built in 1981, Pritchett School is a neighborhood school with a small town feel. Located in the heart of Buffalo Grove, Illinois, Pritchett School serves 599 students in early childhood through fourth grade with a wide range of programming that includes performing arts and progressive technology integration. The community is rich in linguistic and cultural diversity with over 60% of households reporting at least one of over forty languages (other than English) spoken and 32% of its students qualifying for English Language support. Success in EL growth is evidenced by notable performance on the WIDA ACCESS for ELLs test showing most EL students exiting LEP status within three years and growth in the upper 75th percentile.

Pritchett School has an innovative and extensive bilingual and English Learner (EL) program and a comprehensive early childhood program. The Gifted and Talented Education program (GTE) further extends educational experiences for children by providing an environment that nurtures student curiosity and talents in literacy. Students have weekly experiences in art, music, library, and physical education. Social emotional learning is taught through the Lions - Quest curriculum. Additional programs offer enrichment after school through Prime Time.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Pritchett School's core curricula are aligned with Illinois Learning Standards, Common Core State Standards (CCSS), and Next Generation Science Standards (NGSS). Curriculum is developed and reviewed through a structured process over a five-year period. Teachers at Pritchett School worked to develop curricula that align not only with CCSS and NGSS, but are in vertical alignment with the middle, junior high and high school learning standards.

D102's Teaching and Learning Council (TLC), the highest level of governance within the Division of Teaching and Learning (DTL), oversees development of teacher capacity and ensures efficacy and fidelity in curriculum implementation. Pritchett School teachers serve on TLC and on subject area leadership teams (SALT). The D102 Division of Teaching and Learning works closely with Pritchett School to ensure that all core curricular programs, including Early Childhood (EC), are aligned for all students (including Special Education and English Learners) and that student learning targets are clearly established, displayed, and addressed in each classroom.

The K-4 English Language Arts program ensures every student learns to use language effectively as a tool for communicating and as an instrument for thinking, learning, and imagining concepts. Using the literacy instructional framework, teachers lead mini-lessons, facilitate guided reading groups, confer, and provide time for independent self-selected reading. Students learn to study, analyze, and use information from a variety of sources. Reading instruction focuses on literature, informational text, and foundational skills while language instruction emphasizes writing, speaking, listening, and handwriting. Students in all grade levels engage in vocabulary and differentiated spelling instruction, as well as close reading with independently leveled texts. Students develop focus and organization in their writing with detailed support providing connections to literature and informational texts in Writer's Workshop. In addition, all English Learners and Special Education teachers have aligned their instruction and student goals to the ELA learning targets.

Pritchett's newly revised Math curriculum was designed and aligned with CCSS-Mathematics. K-4 mathematicians focus on operations and algebraic thinking, numbers and operations in base ten, geometry, measurement and data, and mathematical practices. Based on the instructional framework, Pritchett teachers ensure that all students learn to communicate mathematical processes and solutions verbally and in writing. Teachers use number talks to engage students in "mental math" activities by grappling with interesting mathematics problems. Guided Math groups are formed for differentiation and intervention in kindergarten. Grade 1-4 math groups participate in Math Exchanges where teachers identify groups of students to observe and engage in conferences for the purpose of assessing growth and development while also identifying and providing support in areas of need.

Students are engaged in hands-on Science activities that help them better understand the impact of science concepts, processes, and connections in their lives. The Next Generation Science Standards (NGSS) are the basis for K-4 science units at Pritchett School. A team of classroom teachers, administrators, and an instructional expert developed the scope and sequence aligning each unit with the NGSS. Each grade level focuses on the Cross Cutting Concepts (CCC) and Science and Engineering Practices (SEP) aligned with the Disciplinary Core Ideas (DCI) across three units to ensure students have a solid understanding of space and earth, physical, and life sciences. Students also experience the SEPs and CCCs through Project Lead The Way (PLTW) Launch modules introduced in 2015. Students apply principles of science and engineering as they pose questions and develop unique solutions to ill-structured problems and challenges.

The focus of Social Studies is to help students understand themselves as citizens within a global society through activities aligned with the Illinois State Standards. Students learn the principles and relationships of the social sciences including political science, economics, history, and geography. The knowledge and understanding gained is applied to evaluate differing perspectives on historical, political, geographic, or

social issues. Pritchett students are engaged in experiential learning, visual discoveries, previewing assignments, skill building, writing, and response groups.

To prepare Pritchett students to thrive in a global society, all curricular areas embed opportunities for students to develop skills in critical thinking, communication, creative problem solving and collaboration. Teachers integrate speaking and listening skills in all core subjects using locally developed rubrics aligned with these skills.

Students in Pritchett's NAEYC (National Association for the Education of Young Children) accredited Early Childhood (EC) Program are enrolled through an EC screening process. The EC Program employs The Creative Curriculum, which is a research-based curriculum that uses play-based learning and aligns with the Illinois Early Learning Standards (<http://illinoisearlylearning.org/standards>) addressing Language Arts, Mathematics, Science, Social Studies, Physical Development and Health, The Arts, and Social/Emotional development. The program is aligned with District 102 Learning Targets which ensures EC students transition into kindergarten with greater confidence and preparedness. Student growth in literacy and numeracy, as well as attainment of individual goals in academic and SEL areas, are indicators of the impact and success of the EC program as they transition through the primary grades.

2. Other Curriculum Areas:

Children thrive in Pritchett School's visual and performing arts curriculum as well as in its STEM and physical education programs. Teachers and parents partner to provide authentic fine arts experiences that challenge, nurture, and develop the whole child. Fine arts are an integral part of the core curriculum. Pritchett students experience many aspects of visual arts, music, and communication throughout the school year. However, since learning targets within the Fine Arts domains are undergoing alignment with the National Core Arts Standards, Pritchett's promise is to provide even greater access to art and music instruction, including multimedia production, throughout the K-4 experience.

Pritchett students participate in a progressive Music curriculum. Students enjoy weekly music lessons with a dedicated Music teacher in grades K-4. Music includes singing, playing instruments, listening, note reading, and movement. Musical performances are provided at each grade level and focus on important school traditions that address multiple aspects of Pritchett's mission, specifically providing personal learning opportunities. When students leave Pritchett School, they are prepared to expand their studies with Band, Orchestra and Chorus ensembles beginning in fifth grade at Meridian Middle School. This year's beginning band had 95 members arriving from fourth grade. This set a record and is the result of an outstanding elementary music program. In recognition of its dedication to Music education, D102 was awarded the National Association of Music Merchants (NAMM) Best Communities for Music Education Award in 2015.

Art classes for students in grades one through four teach students Visual Arts instruction once per five-day cycle. The Visual Arts curriculum balances art production with concepts of design, appreciation, and history by studying masterworks from around the world. Each year, multiple pieces of student artwork are framed and displayed in the District Office. Students are recognized by the Board of Education for outstanding creation and/or for participation in the Stevenson High School Consortium Art Festival. Teacher and parent collaboration in the visual arts provides a positive model for successful teamwork. The Pritchett PTO facilitates the Art-In-Action program that provides additional opportunities for students to study artistic masterworks.

Physical education classes in grades K-4 teach the importance of regular physical activity, teamwork and life-long fitness. Physical education courses focus on movement, physical fitness, and team building. Using the FitnessGram program, students set personal goals to improve physical fitness. The health curriculum, embedded in physical education, teaches students skills to increase physical, mental and social health with an emphasis on nutrition.

Technology is integrated into the curriculum at every grade level and is used to strengthen and support authentic, engaged learning for all students. All classrooms have high-speed Internet access and are equipped with interactive whiteboards, desktop computers and mobile devices that allow learners to quickly

access and share resources to enhance collaboration and instruction. Every fourth grader is provided an iPad and an account in the Schoology learning management system (LMS). The goal is to develop technologically literate digital citizens who model the ethical use of technology and a passion for learning without limits. Students develop skills related to personal productivity, creativity, critical thinking, and collaboration with modern technology and receive instruction on Internet Safety and Digital Citizenship aligned with the National Education Technology Standards.

3. Instructional Methods and Interventions:

Differentiation and constructivist teaching strategies are integrated for all students across all subject areas. Teachers monitor individual performance through small group and individual instruction to determine appropriate interventions. Pritchett School embraced Project Based Learning (PBL) as a means to providing students opportunities to engage in sustained inquiry, reflection, critique and revision as they pursue challenging problems and questions. This gives students opportunities to apply key understanding, knowledge and success skills while also learning how effective collaboration, creative problem-solving, critical thinking and communication contribute to the overall success of projects. Students learn to embrace failure as an important part of learning how to improve, while teachers observe specific learning targets addressed through PBL.

Pritchett students develop and apply writing skills to communicate effectively with internal and external audiences. Students devote significant time and effort to writing, focusing on narrative, informative/explanatory, persuasive/argumentation, and research genres through Pritchett's weekly writing model that emphasizes students writing arguments and informative/explanatory texts.

In Reading/Language Arts, students are immersed in the balanced literacy model allowing teachers to differentiate at all academic levels. Close reading is an instructional strategy used in all classrooms to engage students in an intensive analysis of a text. Guided reading occurs in small group settings of four to six students working with the teacher to process increasingly challenging texts with understanding and fluency. The teacher selects and introduces instructional level texts to readers, supports them while reading the text, engages the readers in discussion, performing mini-lessons during and after the reading. Phonemic awareness skills (the ability to hear, identify, and manipulate phonemes) are reinforced daily in kindergarten and first grade.

The Math curriculum has become more rigorous for K-4 students. Rigor includes fluency, application and deep understanding of mathematics. K-4 classrooms implement mathematical practice standards through tasks and projects. Teachers differentiate math instruction using flexible materials and approaches. Guided groups, centers, and math exchanges are used regularly to meet the needs of all students. Students are exposed to mathematical practices through manipulative materials or enrichment activities.

Pritchett's Gifted and Talented Education (GTE) program serves high ability readers and writers in grades 1-4 through English Language Arts. GTE teachers push in to provide lessons each week in reading and writing. The goal of the GTE program is for students to further develop and extend their reading and writing abilities through our English Language Arts curricular targets.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Pritchett School utilizes data from multiple assessments to guide instruction, monitor student progress, and evaluate school performance. Student growth is systematically measured through formative, summative and standardized assessments at national, state, local and individual levels. Assessment data are used to enhance instruction and student acceleration in alignment with D102 learning targets. Pritchett's Instructional Leadership Team (ILT) uses data to determine areas for student growth, evaluate school programs and services, and create professional development plans that correlate to strategies meeting the needs of all students.

Each trimester, teachers examine student learning from a whole-school perspective using data from PARCC (Partnership for Assessment for Readiness for College and Careers) and benchmark assessments: Fountas

and Pinnell Benchmark Assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Pearson's Academic Improvement Measurement System (AIMSWeb). Teachers review progress of individual students over multiple years to ensure each is making consistent growth. When a concern arises regarding a child's development, Tier One (classroom) interventions of support are added to the child's instruction in order to accelerate growth. Tier One decisions are made collaboratively at grade-level team meetings.

Grade level teams regularly analyze student achievement data. Teams of teachers and administrators meet on a regular basis to analyze student data and work samples to ensure that all students are learning at the appropriate rate. Teams identify opportunities to further support students' needs through ongoing conversations regarding each student's strengths and areas of need. Based on the results of team meetings, teachers determine which curricular subtopics need additional support and how best to provide this support. Any student who needs further differentiation for intervention is provided Tier One support aligned to his/her needs through a Differentiated Instructional Plan (DIP). If a student is still not learning at optimal levels, a Tier Two or Tier Three intervention is put into place.

Parents are collaborative partners in problem-solving conversations and individualized education plan meetings. Parents of English learners attend interactive Bilingual Parent Advisory meetings. Individualized student progress is also communicated through report cards with narrative comments. These report cards are distributed at trimesters and include progress updates from interventionists. Teachers regularly email and call parents to share personalized updates on classroom performance. District 102 publishes annual reports of its student performance through the District 102 Annual Report while a presentation of results is delivered to the Board of Education. Future Planning brings stakeholders together to confront the "brutal facts" and set goals to advance learning opportunities for all students. When it was found that the increased rigor of the CCSS showed ELs performing below the mainstream students on PARCC, student achievement data were compared with English development data to develop strategies for closing the achievement gap.

Students, parents, and community are kept informed of progress in multiple ways. Parents are an active part of each child's educational team. Parent attendance at parent/teacher conferences is nearly 100%. Teachers confer regularly with students who provide feedback about their learning and collaborate in setting personal learning goals. Third and fourth grade students set individual goals in literacy and math using NWEA Fall MAP results.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Teachers and students know Pritchett School as their home away from home. From the first day when teachers gather their new students together, to the last day when desks are emptied, every person in the Pritchett family knows they are significant, cared for, and loved. Teachers structure learning activities in this culture of trust so students understand that no matter how challenging is the task, the Pritchett family is with them to help. This was demonstrated through PBL projects addressing how to make Pritchett School even better, where student-initiated strategies to leave no person feeling lonely, disengaged or sad were created. This concern for each other is genuine and the result of a culture and climate like no other.

The “Welcome Back to School” assemblies review the school’s commitment to the high academic and social-emotional expectations of the students. Throughout the school year, children set goals for themselves based on academic data and social-emotional needs. At the March Parent-Teacher Conference, students facilitate discussions and share with their families progress made toward their identified goals. Students are also recognized for their academic successes throughout the year. Students’ names are read over the intercom when they have demonstrated mastery over math fluency. Incentive programs such as Study Island, are also used to foster a focus on individualized academic improvement.

While all grade-level music concerts are special, the fourth-grade concert at the culmination of the school year is always emotional. At this concert, the oldest Pritchett students share stories and sing songs about what they have learned over their years at Pritchett School. At the end of the concert, a multimedia presentation of photographs recapping the students’ lives at Pritchett School since kindergarten is shown. It is a moving tribute for all in attendance. The awards ceremony on the last day of school also serves as an avenue to recognize and celebrate those students who have demonstrated academic, social and physical successes throughout the year.

No greater example of Pritchett School’s climate exists than the 2015 dedication of the Shorey Learning Center located in the heart of Pritchett School. Teachers, parents, students and community members worked together to find the best way to honor their friend and hero, Dr. Mary Shorey, whose life ended shortly before the school year finished. Her passion and dedication to excellence for every learner lives in the hearts and minds of all who call Pritchett School their home.

2. Engaging Families and Community:

Educating children is a collaborative effort that is enhanced greatly when the community, parents, and teachers partner to ensure student success. Pritchett parents are committed to supporting education. To this end, Pritchett School creates the conditions where these partnerships thrive.

At the beginning of each year, “Meet & Greet” and Open House events establish strong partnerships that develop throughout the year. Teachers welcome parent volunteers to support learners in their academic and social-emotional development. Parents work with groups of children, serve at “Special Lunch” events, assist in the library, and support special events such as Make a Difference Day, Field Day, and field trips. Parents also lead lessons about art and culture that highlight the significant contributions each culture has made while also celebrating the cultural diversity of Pritchett school.

Pritchett parents serve on District committees including the Parent Network, Future Planning, Teaching and Learning Council, and Bilingual Parent Advisory Committee. By including the parent voice in District governance, greater clarity and trust are achieved. Every five years, strategic planning ensues through Future Planning where parents, teachers, community representatives and students work together to establish five-year strategic goals. Parents provide feedback and direction through Future Planning, committees and “Principal Coffee” events hosted throughout the implementation of the five-year plan.

The District 102 PTO sponsors many events that unite families and support Pritchett School. These events

include Bingo Night, Movie Night, Reading Nights, the Book Fair and the BASIC PSA Contest where students are provided opportunities to apply communication and technology skills to produce Public Service Announcements (PSA) to improve conditions in their community. The Buffalo Grove Theater provides the venue for the PSA screenings. Similarly, the Buffalo Grove Park District and Vernon Area Public Library coordinate resources to extend learning across the community.

Through D102's partnership with Loyola University's Chicagoland Partners for English Language Learners (CPELL) grant, Pritchett teachers have pursued ESL endorsements and advanced degrees increasing their ability to serve the needs of EL students. D102 also offers ESL and LBS1 Endorsement programs through partnerships with Benedictine University and University of St. Francis College of Education.

Keeping parents informed is an integral piece of family engagement and student success. The Pritchett website provides up-to-date information about activities and events for students and families. Individual teachers exchange emails, make phone calls and share stories in an effort to build relationships, develop partnerships, and open lines of communication between children and parents.

3. Professional Development:

Pritchett School provides embedded and ongoing professional development for teachers and administrators. Opportunities are provided locally and outside of the district through conferences and workshops. Collaboration between the Division of Teaching and Learning and building leaders is an integral component of the professional development plan. With this in mind, Pritchett School is working continuously to improve student achievement with its high percentage of EL students.

Based upon teacher surveys used to capture feedback with regard to their teaching strategies, Lunch/Laugh/Learn sessions are offered to support the staff's quest for continuous improvement. Mini-workshops are provided during faculty meetings on topics related to areas of challenge. Teachers collaborate as professional learning communities at least two times per week, exploring ways to improve achievement through analysis of student data, common assessments, and academic, social, and emotional needs of students. They generate fresh ideas and co-plan strategies for student engagement and growth. Administrators, specialists, the learning coach, and support staff are involved in these meeting on a rotational basis. This practice results in a student-focused atmosphere committed to high student achievement and an emphasis on the whole child.

Teachers pursue multiple opportunities to learn and apply best-practice strategies such as close reading. Administrators will often model the strategy, or team-teach, with staff members. Based on professional preference, teachers elect to observe facilitation of the strategy with students, or to co-teach a lesson. Over the course of this school year, several classroom teachers have requested the opportunity to co-teach a lesson. Teachers accomplished the transition to the close reading model of instruction through this approach. By developing teacher capacity with strategies modeled in their classrooms, teachers have embraced this form of lesson study.

Faculty leaders serving on the Instructional Leadership Team (ILT) and as facilitators provide focused, ongoing professional development through team meetings. Faculty members engage in learning through curriculum alignment, materials and resource selection, trainings with consultants, and Subject Area Leadership Team meetings. These sessions are also led by building leaders, the instructional technology or literacy coach, outside experts, leaders from the Division of Teaching and Learning, or other knowledgeable faculty members.

Pritchett teachers facilitate workshops and other learning opportunities for their colleagues and for neighboring districts. They also provide "Fire Hose" sessions and serve on panels during Institute Days. Topics included instructional technology, PBL, EL support, and literacy strategies. Professional book studies are also an integral component of professional learning within the building.

4. School Leadership:

Pritchett School embodies the belief that shared instructional leadership is essential to student achievement. As such, Pritchett's most complex problems are best addressed by teams where building level leaders and teachers collaborate and learn by trusting each other, taking risks, and often learning from strategic mistakes. All staff members serve in leadership roles to promote student success. For example, implementation of CCSS required 100% participation of Pritchett School's professional learning community. All staff members learned from subject-matter experts how to create and implement the best teaching and learning strategies to match the rigor of the CCSS.

Pritchett's shared leadership begins with the principal and extends throughout the school. The principal, twice named Lake County Principal of the Year, has an inclusive, team-oriented approach and has created avenues for staff to provide input on policies and decisions involving the school. He leads and facilitates the Instructional Leadership Team (ILT), building committee and faculty meetings. The principal participates in grade-level team meetings, models life-long learning for students, and has demonstrated a clear commitment to student growth and achievement. Under guidance from the assistant principal, instructional assistants attend monthly meetings where relevant information is shared, professional development is offered and feedback is encouraged.

Pritchett's Collaborate, Achieve, Succeed (CAS) team meets monthly to monitor and adjust the school-wide intervention program by examining student achievement. This team analyzes student achievement and growth data throughout the school year, as well as percentages of children receiving instruction through Tier I, II and III support. This group is comprised of specialists, general education teachers, and the principal and/or assistant principal.

Pritchett's social-emotional learning curriculum, Lion's Quest, is implemented across all classrooms allowing staff to take an active role in promoting important life skills. Teachers lead by modeling and integrating concepts throughout the school day to bring deeper meaning to all aspects of students' experience.

Pritchett's new teacher induction model is a state certified program and another example of shared leadership. Veteran teachers are matched with first, and in some cases, second year teachers to support their professional growth and development toward making a positive impact on student growth. Additionally, Pritchett's literacy coach facilitates teacher coaching based on students' needs.

Pritchett is also unique in its leadership with the creation of its own cross-curricular Facilitator Team. This team was created to foster a shared sense of purpose and direction. The role of the Facilitator is to guide collaborative work and lead a cohesive direction across grades and disciplines.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Pritchett School is recognized for providing exemplary programs for all learners, especially those whose first language is not English. With nearly one-third of Pritchett School students qualifying for EL support, the school and district began to explore ways to maximize learning opportunities and support for ELs by transforming the entire school into a place where English language development is supported for all students.

A Transitional Bilingual Education (TBE) program exists for Russian speaking students to receive native language support and instruction both in the classrooms and across the school. ELs also receive support through a Transitional Program of Instruction (TPI) where the language of instruction is English and specific strategies (including Total Physical Response (TPR) and Sheltered Instruction Observation Protocol (SIOP) are integrated in the regular classroom environment (which serves as the hub of learning activity). The driving question became, “How might we provide ELs greater access to the culture and climate of the classroom learning environments while expanding learning for all?” To address this question, three key strategies were identified.

First, to increase the amount of EL support that was provided in the regular classroom, all teachers are provided access to graduate coursework leading to ESL endorsements. Through partnerships with local universities, teachers pursue ESL endorsements in cohorts offered at reduced tuition within D102. Second, as increasing number of teachers earn ESL endorsements, current and former EL students are clustered with ESL endorsed teachers to amplify English language development in addition to native language support and instruction (as needed). Finally, an EL program model, developed in partnership with Loyola University Chicago, maximizes the impact of center time for students in need of additional support while maintaining greater access to learning in the regular classroom.

A variety of technological resources are employed to amplify English development and archive samples of written and spoken English development across all classrooms in Pritchett School. Student performance on WIDA ACCESS for ELLs confirms that a majority of students exhibit overall growth at or above the 75th WIDA-wide Percentile Growth Range. Guided reading benchmarks support the impact of student growth through Full Day Kindergarten where one-third of students enrolled are ELs. Finally, it is common to hear fourth grade students exclaim (in perfect English) at their fourth grade concert to audiences of peers and parents, “When I came to Pritchett School, I didn’t speak a word of English!” Pritchett School is making a difference!