U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Stella May Swartz Elementary School
(As it should appear in the official records)

School Mailing Address 17W160 16th St
(If address is P.O. Box, also include street address.)

City Oakbrook Terrace   State IL   Zip Code+4 (9 digits total) 60181-4282

County Dupage   State School Code Number* 190220480022002

Telephone 630-888-9421   Fax 630-617-2643

Web site/URL   http://www.saltcreek48.org/swartz/   E-mail aross@saltcreek48.org

Twitter Handle __ Facebook Page _____   Google+ _____
Blog
http://www.saltcreek48.org/swartz/Swartz_Elementary_School/S   Other Social Media
YouTube/URL __ wartz_Home/Swartz_Home.html   Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. John Correll   E-mail: jcorrell@saltcreek48.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Salt Creek SD 48   Tel. 630-279-8400
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Dane Cuny
(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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, Office for Civil Rights (OCR) requirements is 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.

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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   2 Elementary schools (includes K-8)
    (per district designation):   1 Middle/Junior high schools
                                             0 High schools
                                             0 K-12 schools

                                             3 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
    [X] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. 7 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	32	20	52
3	29	23	52
4	30	27	57
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	0	0	0
Total Students	91	70	161

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 11 % Asian
                                          11 % Black or African American
                                          18 % Hispanic or Latino
                                           2 % Native Hawaiian or Other Pacific Islander
                                          57 % White
                                           1 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 7%

    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 *to* the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	153
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 9 %
                                                     14 Total number ELL
    Number of non-English languages represented: 7
    Specify non-English languages: Arabic, Czech, Spanish, Indian, Polish, Korean, Persian

8. Students eligible for free/reduced-priced meals: 33 %

    Total number students who qualify: 50

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>12</u> %

     <u>19</u> 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 categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	5 Specific Learning Disability
1 Emotional Disturbance	7 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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 <u>X</u>

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

PART III – SUMMARY

Swartz Elementary School serves 175 students in grades two through four. We are part of Salt Creek School District 48, located in DuPage County, Illinois. District 48 also includes Salt Creek Primary School, providing preschool, kindergarten, and first grade, and Albright Middle School for fifth through eighth grade students.

Our school's direction and resolve reflect the district's mission to "instill in all children a lifelong desire to maximize their potential in a global society". We are a Title I school and serve a diverse student population. We recognize the most basic needs of children must be met before they can be their best and feel successful in the classroom. Teachers know their students and families and are sensitive to needs. Teachers recognize that in today's world some parents are working two jobs and struggling not only with putting food on the table but with giving their children help with schoolwork. Students coming to school without breakfast are fed. We make sure all students have winter coats and warm clothing. This past year one of our teachers found out that one of her students was sleeping on the floor at home, and staff members worked together to find a resource for providing a bed for that student. During recess we provide students with opportunities to complete homework with a classroom teacher so they do not fall behind in their studies.

Walk through the hallways of Swartz School, and you will be welcomed by an enthusiastic and energized staff. Teachers model an eagerness for discovery and learning. They are committed to inciting their students to ask more questions, to think differently, to persevere through problems, and to articulate thoughts and feelings. Students walk through the doors of Swartz School each morning asking "What are we going to do today?" Instructional time is maximized and supported by interactive whiteboards, iPads, and laptops in every classroom. Students enjoy daily physical education classes. Music instruction is given three times a week, and art class and library learning time are offered weekly. Fourth grade students have the opportunity to receive instrumental instruction in band or orchestra. Teachers also sponsor Writer's Club, Homework Club, Kids Care Club, and Drama Club to address the needs, interests, and talents of students. Our total focus is to serve students so that they maximize their potential in our global society. Each school day is planned so that students are supported and challenged to feel open to new experiences and move closer to the potential that each student holds.

Swartz School partners with local park district, city hall, police and fire departments, area businesses and the local high school to encourage and support our students. It is not unusual to see Costco employees, firemen or police officers in our hallways reading with students or having lunch with them. The Hilton Hotel hosts a holiday card contest for students, a career day for fourth graders, and a school planting day to improve the school's landscape.

Every year Swartz School has a motivating reading incentive program. Past themes have included: medieval Readers of the Round Table, Harry Potter's Hogswartz, Swartzyptian Egyptian pyramids. This year we are involved in a Reading Round-up theme with western decor all over the building. Students are challenged to read 10,000 books collectively in order to have a hoedown celebration at the end of the school year. Each student earns a charm upon reading 10 books, and every time we read 1,000 books a country/western song is played in a student's honor. Top readers are recognized by having their photo placed on an Eager Reader Wanted Poster displayed in the hallway.

We embrace our school's diversity and learn from each other. We are a PBIS (Positive Behavior Interventions and Supports) school. Teachers model acceptance and celebration of diversity and teach positive ways to deal with conflict and misunderstanding. Problems/challenges are dealt with immediately and all students are treated with dignity and understanding. Students are taught expected behaviors for our school environment so that all students and teachers feel safe and respected. Fun assemblies, tokens, and public recognition reinforce positive behavior.

Swartz Elementary School is well deserving of the National Blue Ribbon Award. We are committed to providing our students with experiences and instruction to propel them beyond the classroom as confident,

capable, caring, and contributing citizens of the world. Teachers and staff are committed to students, families, and community. We are a school that is committed to challenging and supporting our students in reaching their highest levels of potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Illinois Standards Achievement Test (ISAT) is the assessment that is administered to our third and fourth grade students. Our School Improvement Team analyzes our student learning data and plans for instructional improvements and student interventions. For example, in 2003, only 54% of our students met or exceeded standards in third grade reading. By 2012, 91% of our students met or exceeded state standards. At the fourth grade level, our ISAT reading scores have improved to 87% meeting or exceeding standards in 2012.

In 2011, Salt Creek Primary and Swartz Elementary staff adopted a new reading and language arts program that provided teachers with a wealth of materials that promoted differentiation within their classroom. The level of written material was at a more advanced level than in the past and our students were able to adapt and step up to the challenge. In 2008, staff began to progress monitor students needing additional assistance and benchmark data was used to analyze individual student needs which helps us tailor interventions to specific needs.

The most remarkable improvement in student achievement is documented in the ISAT third grade math performance, where scores that had hovered in the 80 and 90 percent range throughout the years met the 100% mark in 2012. Since 2009, our fourth grade math ISAT scores have been in the upper 80s and 90s. A new mathematics program was adopted in 2008 that was more interactive. Student benchmark data was also analyzed so we could meet small group and individual needs and eliminate any gaps between subgroups.

Student achievement has increased at Swartz School due to a combination of careful attention to feedback on student learning and the implementation of curricular and intervention changes. Staff members did not resist change and worked together on a common goal, higher student achievement.

b) As noted historically, state assessment results for Stella May Swartz School have been very strong, with typically 80 percent or more of our students meeting or exceeding our state standards on the ISAT (Illinois Standards Achievement Test). In fact, this percent increased to almost 90 percent in 2011-12, of which we are very proud. Also, at the third grade level, our students who exceeded state standards on the ISAT assessments in Reading increased by 10.1% from 2009 to 2012. For the same grade level on the ISAT mathematics test, there was a 17.7% increase in our students who exceeded the state standards from 2009 to 2012. Conversely, our fourth grade students who exceeded standards in reading and mathematics did so by 11.3% in the area of reading from 2009 to 2011 and increased by an astonishing 35.8% from 2009 to 2012. However, we also are very concerned about those students who do not meet standards, and are working very hard through our RtI problem solving teams to get them the supports and assistance they need to improve their learning and performance. We track the performance of all students via the state and local assessments, look at propensity performance as well as status performance, and work hard to improve the learning of everyone at Swartz School.

Over the years, our rising performance has also been a result of a very strong curriculum development process, through our district Curriculum Leadership Team (CLT). This team consists of teachers, administrators, parents and Board members, who meet regularly to review student performance results and look at how our curriculum is meeting the updated standards. Over the past seven years, we have updated every area of our curriculum district wide, and are now revisiting math, ELA and science based on the new standards. We work closely with our high school to understand trends of how are students are doing when they reach those grades, and work backwards through our sequence to make sure we are preparing students effectively along the way.

For the 2012-13 school year, the State of Illinois made significant changes in our state assessment (ISAT), increasing the rigor of this assessment to reflect the upgraded standards from the Common Core. Our district has worked very hard to revise and amend our curriculum, but like most districts in our state, our percent of children meeting or exceeding standards decreased from the 2011-12 school year, contrary to our

general trend. However, our decline of roughly 10 percent of students exceeding/meeting in that school year, is much less than the state decline and other districts around us. We will continue to work to update our curriculum and improve this trend under the new assessment model.

For the 2014-15 school year, all schools in Illinois will be using the PARCC assessment, instead of the ISAT. The PARCC assessments are totally aligned with the common core curriculum, designed to make sure that all students are college and career ready. As noted previously, we will be working hard to make sure our curriculum reflects the learning standards articulated in PARCC.

Within our subgroups, we do not typically show major variations. For example, our economically disadvantaged students as a group do not perform poorer on our assessments than other students. As discussed in other sections, we have a lot of supports for our students, and have systems in place to make sure those supports are afforded to students who need them. As described, we carefully track individual students and groups of students to make sure we are meeting their learning needs.

2. **Using Assessment Results:**

The school looks at cohort student ISAT data to identify overall reading and math needs. In addition, the local assessment data that we collect three times per year as a benchmark is a tool we use in the areas of reading and mathematics to help guide instruction. We examine students at three levels of performance: green (students meeting classroom expectations), yellow (students at risk and needing some group interventions) and red (students who need some significant individual interventions). We also watch what we call, "lime-green" students who maybe do not require interventions, but are watched and progress monitored. Also, after benchmark tests are administered, we sort through the data to look at groups of students who are not performing above the 40th percentile. We determine cohort areas of deficit, and problem solve interventions to put in place to close the gap between these students and their successful peers. We flexibly group students in the areas of reading and mathematics. We have a reading support teacher and special education teacher who co-teach with grade level teachers. We offer pullout services for student who are not performing at grade level. We progress monitor the data between benchmarks and meet monthly as grade level teams to view charted student progress for students who receive interventions. If an intervention is going well, we continue the intervention. If after about six weeks, we do not see improvement with a particular student, we problem solve the needs of an individual student to ensure growth and success. All students are aware of their growth and have set goals for improvement.

Because teachers have access to their student data, they are able to use benchmark data, progress monitor data, classroom assessments, and classroom observations to change the delivery of instruction. Parents are notified when school report card data are available. Parents are informed when assessments are given through teacher and building newsletters and meet with teachers in the middle of the first trimester at parent-teacher conferences so parents are able to interpret the data. Each trimester, parents are sent benchmark data, progress monitor data, and progress reports with a letter that accompanies the data so they are able to interpret their child's results. If students are not responding to interventions, a team of teachers and specialists meet to individually problem solve regarding the needs of an individual student.

As noted in the previous section regarding student performance, this comprehensive review, analysis and response process has resulted in higher overall student achievement over the last few years. In addition, this process clearly identifies individual and small groups of students who are not successful, and enables us to focus needed supports to help those students become better achievers. Our staff is committed to both the system wide curriculum and instruction improvements to help all students, and the specific interventions to help those who struggle.

3. **Sharing Lessons Learned:**

A theme at Stella May Swartz School is instructional excellence, and we do a variety of things to support and promote that.

In November of 2008, a team of our teachers presented our PBIS (Positive Behavior Interventions and Supports) model as an RtI (Response to Intervention) at the Illinois Council for Exceptional Children (ICEC) conference in Itasca, Illinois. This PBIS model is a school wide process of setting specific expectations for conduct and behavior that creates positive learning environment in the school.

We have also been working hard to incorporate instructional technology in our classrooms, and a number of Swartz teachers have become very proficient in using the technology. We have had our teachers present to teachers from the other schools in our district on the use of student response pads (clickers), interactive whiteboards, and the use of laptops and iPads in the classrooms. These professional development opportunities have provided a forum to discuss and share effective classroom strategies across the school and the school district.

Throughout our district, our teachers also participate in Professional Learning Visits (Walk-Throughs) which enable them to both observe and model the uses of various instructional methodologies in the classrooms at all three schools. Thus, our Swartz teachers have visitors who are teachers from all grade levels, and in turn, visit the classrooms of other grade levels throughout the district. These visits support the sharing of instructional method throughout all grades and provide a great collegial learning environment for all of us.

During teacher formal and informal observations, the Swartz principal is able to direct teachers to each other so they can observe a specific lesson or strategy. The principal is available to substitute for that teacher so they can learn from their colleagues, which again promotes both formal and informal sharing of information.

In our district, we also have a series of professional development days throughout the year, where the Swartz teachers are engaged with their grade level colleagues in working on model lessons to address the common core curriculum, which are then shared district wide. We have had much success through this model in developing second, third, and fourth grade lessons that push children to deeper levels of understanding and problem solving.

4. **Engaging Families and Community:**

Swartz School engages in a number of activities to involve our parents, guardians, families and community members in the school process. In addition to the ongoing newsletters, website messages, and parent conferences we have throughout the school year, we have, for example, a family science and math night, where parents and guardians come to school and participate in fun activities to promote these areas of the curriculum. We have a major reading initiative throughout the school year that culminates in an end of the year reading celebration that involves many family and community members. We have a strong relationship with a number of local businesses that provide support and engagement with our students in a number of ways.

In addition, we find great success in working with our families, especially through our parent-teacher organization (FTC- Families, Teachers and Children). They volunteer to help in classrooms and supervise field trips and provide a lot of direct support to the school. They conduct a number of fund raising activities, and if we are in need of additional funds to enhance the curriculum, FTC raises the money to help us. They are very visible in our community and can always be counted on to provide great support for the school.

We have two parent members on our Curriculum Leadership Team for the district who have a voice on curricular decisions that are made throughout the year. Our educational foundation is involved in the improvement of classroom instruction and it provides teacher mini grants to support instruction in our classrooms. We have a lot of support from the local police and fire departments, who come into our schools and get to know our students in helpful and friendly ways.

Our school has a Title I parent council that meets twice per year to give input into the provision of reading support for specific students. This has resulted in an ongoing relationship that has helped make a number of

improvements in that program. We have at least one school board meeting per year at Swartz School that enables that school to showcase their learning and achievement for family and community members.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Stella May Swartz School keeps up to date on the development and use of a college and career ready curriculum through our operation of the Curriculum Leadership Team (CLT). Over the past seven years, this team has essentially studied and revamped all areas of our curriculum to enhance student learning. Most recently, the impetus provided by the focus on the Common Core has pushed us to refocus on ELA and math, specifically. In addition, we are studying the New Generation Science Standards (NGSS) to make sure our students are as well prepared as possible in that area as well. Our teachers work in grade level teams, as well as district level subject area teams, to work on units and lessons that meet these updated standards.

Within reading and English/language arts curriculum (we use the Reading Street curriculum) the six traits of writing are embedded. The curricular materials are broken down into levels, enabling all students to read and work with printed material at their level on the same topic. Major ELA themes are word analysis/vocabulary, reading strategies/comprehension, literature, literary works, and research and information skills, which are aligned to the common core, state standards. We also have an annual reading challenge, where the student body as a group reads 10,000 books annually, and reinforces reading with an end of the year celebration. This has been ongoing at our school for a number of years.

In the math area, we use the Envision math program, which is aligned to the common core standards. Math themes include number and operations, algebra, geometry, measurement, data analysis and probability, and problem solving. We also use IXL support materials, and Xtra math materials for extra practice. We also use Pearson on line assessments and support materials.

Our science curriculum is based on the FOSS materials (Full Option Science System) designed to enable students to have hands on science experience to match the concepts that they are working on. Modules of study include life science, physical science, scientific reason and technology, and earth science.

In social studies, we use the Houghton Mifflin series to support our classroom instruction, and units include United States regions (east, south, Midwest, west), connections to our world, world culture, and the new world.

Students receive daily physical education, and participate in an articulated program that addresses the state standards. Health standards are incorporated in physical education. Students receive art instruction weekly, and three times per week, again enhancing standards in those areas, but also reinforcing creativity and performance. Fourth grade students are eligible to begin instruction and participation in both band and orchestra.

Technology is a major feature of instructional support at Stella May Swartz. All classrooms have Smart boards and response clickers, as well as access to I-Pads and laptops computers. We also have a computer lab that is well used for whole class activities or on-line assessments.

Our curriculum is supported by engaging in in-school and out-of-school field trips designed to engage students and enhance their learning. For example, students go to the Museum of Science and Industry and Field Museum, the Morton Arboretum, and we have had the DuPage Children's Museum do workshops for our students in house on GEO space. We also have a number of extra curricular activities that support student engagement and learning, including: Earth Saver's Club, Kids Who Care Club, Computer Club, Drama Club, and Homework Club.

In addition, we have implemented a social skills curriculum entitled Second Step, a program consisting of learnable skills and involves regular classroom presentations, discussions and role playing activities. Areas of study include empathy, emotions management, problem solving, and skills for learning. This fits with our PBIS (Positive Behavioral Interventions and Supports) model for learning and reinforcing appropriate behavior in our school, which we use in our district PreK-8.

2. **Reading/English:**

a) At Swartz, our second, third and fourth graders continue with the foundation in reading provided by our primary school through the use of our Reading Street Curriculum, which was chosen because of its high interest reading materials, and also the differential leveled materials that enable all students to read the same content at their own level. We have leveled readers available in all classrooms, and our library is well stocked with a variety of reading and research materials for second, third and fourth graders. Students work on various computer programs to improve reading comprehension and reading fluency (Spelling City, RAZ kids).

As described in other sections, we track student progress carefully through internal district assessments, including MAPs and AimsWeb, which several times per year give us feedback on progress. We also use an external data analysis consulting company (ECRA) to give us data on how students are achieving within their own levels of expectation (propensity).

Being a Title I School, we use the reading interventionist provided by that grant to provide support to struggling readers, both in a pull out model and in classroom support. One way the reading interventionist supports the classroom is by planning lessons and team teaching with a classroom teacher. Our individual problem solving team meets monthly to review all students who are struggling to and to plan specific interventions for them. We also meet with parents to review student progress and help them with home activities to support reading. Students that are successful readers are reinforced through the leveled readers and other reading opportunities provided in school. Non-fiction reading is reinforced for all students.

On the state assessments (ISATs), as reviewed previously, we have had between 80 and 90 percent of our students meet or exceed standards, with that number being less in 2013 do to the changes in the state test format to reflect the common core curriculum. As discussed previously, we are working hard with all areas of the curriculum to make sure we are addressing the common core curriculum standards.

3. **Mathematics:**

Mathematics is a major area of curricular focus for Stella May Swartz School. As noted previously, our major curricular approach is the enVision math program, which focuses on numbers and operations, algebra, geometry, measurement, data analysis and probability, and problem solving. Our Curriculum Leadership Team and our Mathematics Curriculum Committee selected this program because it is linked with the demands of the common core curriculum and promotes student problem solving along with learning basic facts and operations.

In addition, students are given opportunities daily to practice math fluency through a variety of online and classroom resources. Students can access many online websites for extra practice during the school day as well as from home. Students work on various computer programs to improve math facts (Xtra Math and Otter Creek), math concepts (IXL).

Specific teachers have also developed some of their own approaches and reinforcing methodologies. As examples, a third grade teacher has extra math support resources on her classroom website, and a second grade teacher uses iPads extensively with her primary students for engagement, practice, and reinforcement.

A major thrust school wide has been the focus on more in depth problem solving, and having students working in small groups to explore different ways of solving unique and different problems. Students then demonstrate their solutions to the rest of the class, and the class discusses these solutions and whether they agree with them. Teachers make sure they offer, in addition to fact and operation practice, problems that have multiple steps to solve them and require "thinking outside the box."
We track progress of our students in math both through internal assessments and through analysis of how the Swartz students do when they reach middle school. Our goal is to develop competent, confident and successful math students who can use these skills flexibly in a variety of situations.

4. **Additional Curriculum Area:**

Several years ago, we adopted the FOSS Science program, which provides high interest, high engagement science lessons for our students that are linked to the Next Generation Science Standards. The students actually engage in classroom experimental studies on topics such as: life science (human body, structures of life), physical science (magnetism and electricity, physics of sound), scientific reasoning and technology (measurement, ideas and inventions), and earth science (water, earth materials). The students develop hypotheses, which are presented as problems to be solved and learn not only the specific science principles but the basics of the experimental process and how to "think like a scientist." They learn how to collect, portray and understand data, which is then used as information to solve the problem at hand. Our students work in groups to write reports on their findings and have small group discussions on whether the problem has been adequately solved. In addition, their work is shared with parents and community in a family science night, where students explain projects to their parents and others, and describe what they have learned.

Science, of course, is linked with math, as students develop data charts, show trend lines, and learn about variables that impact each other-and how to portray that information. They learn that hypotheses must be proven before they can be accepted as "fact", and to be more critical consumers of information. In addition, these lessons are highly engaging and are much more realistic than the simple use of textbooks or other printed material. Teachers subscribe to Scholastic News, a non-fiction magazine that helps meet our curriculum goal to align to common core standards. Teachers also use iPads and the interactive white boards to provide demonstrations and practice in the areas of science.

Engagement of students is often noted to be the most important variable for student learning, and this approach to science at the primary and intermediate levels fosters this engagement and keeps students involved. They work in groups and share their results and information with the class.

5. **Instructional Methods:**

The cornerstone of our work, to make sure our instruction is appropriate for all students, is the teamwork approach by our teachers where they carefully examine the progress and learning needs of all students, and provide flexible groupings of students in math and reading. We have undergone significant training this school year in differentiation of instruction, which fits very well with this model of flexible grouping. This model, when blended with our curriculum in those areas, enables our teacher teams to reach all students on a topic with materials aimed at their levels. We use MAPs (NWEA) assessments to give us very specific information on each student, and we use this information to track progress and adjust these groups as needed. We also track student progress in the areas of reading and mathematics using AIMSweb probes. In addition, as noted, our reading interventionist works with small groups of students and goes into classrooms to assist with the delivery of reading.

We use math centers to enable students who have different levels of current ability to work in depth of problems. With teacher guidance, they are helped to learn the numeracy and operations, and also develop competency in solving problems.

We also use a guided reading approach to make sure that our students are accessing reading materials at their lexile level, and with teacher assistance are helped to develop fluency, vocabulary, and comprehension. Students who are able are engaged in sustained silent reading also, but the class discusses the topic and students are probed for their understanding.

All primary and intermediate teachers have been trained in the Robert Marzano Academic Vocabulary methods, which focuses on building vocabulary in a systematic way, and provides scaffolding for the concepts presented in class that helps the teacher keep a focus on the main ideas as students work on the sub components. We have also found this approach to be very successful in developing a common instructional vocabulary and organization for our teachers as they work together in their grade level teams.

6. Professional Development:

Our Stella May Swartz teachers participate with their district colleagues in a variety of professional development activities designed to improvement instruction and learning in the classroom. All PreK through 4 teachers participated in the Robert Marzano Academic Vocabulary training, which focuses on the development of vocabulary scaffolds for students to organize their learning. This model is used school wide, and along with being supportive of student learning creates common planning vocabulary concepts for teacher teams.

We have engaged in a series of workshops on differentiation of instruction, designed to help our teachers successfully adapt lessons so they are accessible by all students. We have learned through this training that there are fairly easily implementable strategies that increase the engagement of all students. This training dispelled the concern that differentiation involves the development of multiple lessons within the same topic area.

We have participated in a significant amount of training on the Reading/ELA and math common core, and as mentioned previously, have worked to develop lessons and units around these standards. We also have worked hard to develop an expanded instructional method repertoire, to help teachers with small group problem solving work with students.

Our teachers are also engaged in a serious study of the Charlotte Danielson's characteristics of effective teaching, and have had training in the domains of effective instruction, leading toward a revamped teacher evaluation model. However, the main focus of this training has been the improvement of instruction, especially as outlined in components that deal with planning, classroom instruction, and setting the classroom environment. We have learned through this training that the most important variable for student learning is engagement, and everything we do is focused on that principle.

Finally, our general approaches are centered on making sure we have plans for students who do not "get it", as well as for those that "already have it." The increase in instructional technology in our district has made a big difference in our student engagement. It has helped students at all ability levels be engaged, improve, and grow.

7. School Leadership

Effective school leadership is a necessary condition for school improvement. Research by Robert Marzano, and others, point to an effective school principal as being second only to excellent classroom instruction as the primary variable for an effective school. The Principal at Swartz School effectively keeps faculty meetings focused on student learning issues, and has done considerable training for staff regarding access and use of student data for planning instruction and interventions. The Principal is a very effective advocate for the needs of the school, and has made sure that instructional technology is up to date and well used. The Principal has promoted very effective grade levels teams, and has appropriately delegated the actual detailed examination and implementation of curriculum and intervention to those teachers. This has promoted a high degree of ownership and investment in student progress by all staff.

In addition the Principal at Swartz is the district chairperson of our Curriculum Leadership Team, which is the oversight council for all areas of curriculum study and development. This team consists of teachers, administrators, parents and a Board of Education member. As mentioned previously, this team has successfully reviewed and updated all areas of the curriculum in the past seven years. The principal also serves as a liaison to the DuPage County Curriculum Directors committee and brings back current trends and information as she collaborates with area schools to the teachers in the school district. Leadership by the Principal on this team has brought back much of the detailed curriculum knowledge back to Swartz School.

Other areas of leadership include examination of student learning data within the Individual Problem Solving Teams, which are responsible for identifying students who are struggling and developing

appropriate interventions. In addition, the Principal participates on the District Leadership Team, which looks carefully at student learning trends and needs across the grade levels.

Teacher leadership is also promoted, and grade level team leaders help make sure that their teams stay focused and work together for all the students at their grade level. Teachers also provide leadership for a number of school wide projects and student support activities such as homework club, field trips, academic oriented student assemblies, and our end of the year reading celebration. In sum, while the building Principal provides the overall leadership for the school, teachers are also major leaders in the school improvement process.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Pearson

Test: ISAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	76	100	92	91	84
% Exceeds	14	55	51	46	38
Number of students tested	51	58	51	56	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds	75	100	80	79	
% Exceeds	19	35	27	21	
Number of students tested	35	17	13	13	
2. Students receiving Special Education					
% Meets plus % Exceeds			80		
% Exceeds			30		
Number of students tested			5		
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	67	100			
% Exceeds	25	54			
Number of students tested	11	9			
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds				90	
% Exceeds				40	
Number of students tested				8	
9. White Students					
% Meets plus % Exceeds	77	100	97	94	85
% Exceeds	12	61	50	56	45
Number of students tested	28	34	33	35	21
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: According to the Illinois State Achievement Test, subgroups with fewer than 45 students are not reported, therefore data for ethnic groups other than Caucasian are not available. Please note that there is not data available for our Asian and African-American students.

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: ISAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	88	87	95	91	98
% Exceeds	16	46	39	41	10
Number of students tested	61	53	57	34	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	1	1
% of students tested with alternative assessment	0	4	0	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds	90	65	93		100
% Exceeds	5	24	13		100
Number of students tested	20	15	14		11
2. Students receiving Special Education					
% Meets plus % Exceeds	19				
% Exceeds	2				
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds	12				
% Exceeds	8				
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	85				
% Exceeds	23				
Number of students tested	14				
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	91	91	94	94	100
% Exceeds	18	47	50	50	18
Number of students tested	34	31	37	22	31
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA　　　　　　　　　**Test:** ISAT
All Students Tested/Grade: 3　　　　**Edition/Publication Year:** 2013
Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	81	91	82	84	75
% Exceeds	27	41	39	39	31
Number of students tested	51	58	51	56	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds	88	82	73	69	
% Exceeds	19	18	27	15	
Number of students tested	35	17	13	13	
2. Students receiving Special Education					
% Meets plus % Exceeds			40		
% Exceeds			0		
Number of students tested			5		
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	82	100			
% Exceeds	91	31			
Number of students tested	11	9			
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds				90	
% Exceeds				40	
Number of students tested				8	
9. White Students					
% Meets plus % Exceeds	81	91	83	85	80
% Exceeds	31	52	36	47	40
Number of students tested	28	34	33	35	21
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: According to the Illinois State Achievement Test, subgroups with fewer than 45 students are not reported, therefore data for ethnic groups other than Caucasian are not available. Please note that there is not data available for our Asian and African-American students.

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: ISAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	82	87	83	75	85
% Exceeds	16	31	49	38	30
Number of students tested	61	53	57	34	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	1	1
% of students tested with alternative assessment	0	4	0	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds	74	82	67		71
% Exceeds	11	12	20		14
Number of students tested	20	16	14		11
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	77				
% Exceeds	15				
Number of students tested	14				
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	82	88	92	83	93
% Exceeds	18	31	61	44	36
Number of students tested	34	31	37	22	31
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: