

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 3 Elementary schools (includes K-8)
 2 Middle/Junior high schools
 0 High schools
 0 K-12 schools
 5 Total schools in district
2. District per-pupil expenditure: 19027

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 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	0	0	0
3	0	0	0
4	0	0	0
5	120	106	226
6	119	100	219
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 in Applying School:			445

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
2 % Hispanic or Latino
4 % Native Hawaiian or Other Pacific Islander
91 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2011	411
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

This school year, we have no LEP or ELL students enrolled at The Skokie School. In the 2010-2011 school year, we only had five students in need of ELL services.

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce 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.

10. Percent of students receiving special education services: 15%
 Total number of students served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>21</u>	<u>9</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>2</u>
Total number	<u>60</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

23:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Incorporated in 1869, Winnetka village derived its name from the Native American word for “beautiful land.” Winnetka is a primarily residential village of four square miles, located on the shore of Lake Michigan twenty miles north of Chicago. The essence of who we are as Winnetka District 36 and The Skokie School is embedded within our long-standing core values of: reflection, life-long inquiry, honoring the whole child, civic responsibility, acknowledging student voice, creativity and innovation, and collaborating for meaningful and purposeful learning. We emphasize these values in all of our professional development, curriculum planning, and instruction for children.

Our mission is a common mission across the district and was created through a collaborative process with educators, students, and parents of the community. “The Winnetka Public Schools is a community that honors the whole child, fosters creativity, inspires lifelong learning, and develops civic responsibility.” By way of focus groups, surveys, and round tables over that past years, our district recently completed revising this mission and its accompanying vision this fall. “The Winnetka Public Schools will develop learners who are compassionate citizens, who contribute to their community, and are well prepared for a dynamic future,” is the vision we proudly embrace.

We are historically rooted in Progressive Education and believe that a developmental, child-centered approach to education is the most effective way to meet the needs of our students and the high level of expectations we set for them. Progressive educator and pioneer, Dr. Carleton W. Washburne (inspired by John Dewey) came to Winnetka District 36 in 1919 as the superintendent. His innovations - individualized instructions, hands-on learning, and attention to the development of the whole child - are now cornerstones of progressive schools across the country and throughout District 36.

The Skokie School is a special place because of its commitment to Progressive Education. We recognize that every child’s voice matters. Through a democratic system, we allow students to explore a variety of learning experiences at our fifth/sixth grade center that are unique from many other fifth-sixth grade experiences. For instance, the students are supported through a social-emotional program we have created called REACH (Responsibility, Empathy, Appreciation, Courage, and Hope). We strive to provide a supportive and safe environment where the students can discuss adolescent topics such as self-esteem, problem solving, habits of the mind, and even bullying. Equally important, the weekly REACH period in our schedule allows students to create and implement service projects within the school, the community, and across the globe. Most recently, students helped raise funds to have running water reach a small community in Ghana and we also helped provide financial relief to the victims of Hurricane Sandy in New York and New Jersey.

Another unique aspect of our fifth/sixth grade center is the support of student advisors for each child. These established teams of two, core-content area teachers provide a homeroom and checkout period daily. Assisting the students in establishing executive functioning skills at this critical age is important. Students have the opportunity to engage in collaborative, hands-on learning in all subject areas throughout the course of every school day. Language arts and social studies, as well as mathematics and science, are blocked to provide a full, enriched experience that is flexible to support all students’ needs.

Exploratory classes range from Spanish, French, art, drama, music, band, and kinetic wellness, to digital literacy.

Another vital element to our school’s success is the educators and parents. Our teachers are highly dedicated professionals, who spend countless hours honing their craft through book studies, curriculum development and writing, cross-curricular and vertical articulation, and training. Our Parent Teacher Association supports the learning by way of providing us with new avenues for enhanced instruction through donated laptops and iPads and cultural experiences, such as visiting authors and artists.

The Skokie School has been included on the Illinois State Honor Roll for Academic Excellence since 2005, which recognizes schools that have sustained very high academic performance over at least three years. The District has been awarded both The Bright Red Apple Award and the Bright A+ Award by School Search. These awards are given to less than 10% of the schools in Illinois.

After students complete Grade 8 in The Winnetka Public Schools District 36, they attend New Trier Township High School. We are proud to share that more than 96% of New Trier High School graduates attend college.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Illinois students take the Illinois State Assessment Test (ISAT) in third through eighth grade each March. These state assessments measure both reading and mathematics proficiency as aligned to the state learning standards. “The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance” (<http://www.isbe.net/assessment/isat.htm>).

The scores/student performance on the assessments are categorized in four ways: exceeding expectations of the state standards, meeting expectations, below expectations, and academic warning level. The results of the spring 2012 ISAT assessment for The Skokie School delineates a high performing trend that seems to be repeated from year to year.

B. The results of the most recent state assessment, the 2012 ISAT, demonstrated that The Skokie School students far exceeded the state averages in both reading and mathematics.

2011-2012 School Year, State Report Card Data: Grade 5

97% of students exceeded or met the state standards for reading; state average was 78%.

99% of students exceeded or met the state standards for mathematics; state average was 84%.

Grade 6

99% of students exceeded or met the state standards for reading; state average was 82%.

99% of students exceeded or met the state standards for mathematics; state average was 85%.

Our subgroup of special needs learners (67 students) performed slightly below the typical population but we are still very proud of their success: 88% met/exceeded state standards in reading, 93% met/exceeded the state standards in mathematics. As a staff, we are currently analyzing how we section our students to provide maximized resources and support them in the middle school setting. Based on a district Time Study we just completed, we have been exploring scheduling options to lengthen the learning periods and re-examine our Response to Intervention (RtI) model. A new RtI Committee was established this school year to navigate this journey: set school priorities, establish an RtI process, analyze and triangulate school data, collaborate during school-wide Data Days, and set interventions in place for struggling learners. We are enthusiastic about the Three-Year RtI Plan our school committee is developing to address these needs outlined above. Building an intervention period into our middle school schedule will be implemented this fall. This will create a new opportunity for students to receive Tier II and III interventions without missing an exploratory period.

Over the years, the School Improvement Team has found that the alignment to state standards, along with our math curriculum review, necessitated the shifting of some math content from sixth to fifth grade. To facilitate this transition, fifth grade teachers observed our sixth grade math teachers’ instruction of multiplying and dividing fractions. We identified readiness tasks that would ease the shift.

Implementing a common reading model has been imperative. As a school, we have started to identify students’ reading bands as aligned to the Teachers College Readers’ Workshop. This has provided teachers a platform to differentiate and facilitate guided reading groups that meet students at their instructional level. This has greatly helped our special needs learners while allowing them to be part of the classroom community.

2. Using Assessment Results:

The Skokie School has a School Improvement Team that analyzes the school's state ISAT data, local reading assessment to ascertain student reading levels, local writing assessment data, and universal benchmarking data from the STAR assessment. We benchmark our students and monitor their growth in reading and mathematics three times a year: fall, winter, and spring. The Skokie staff believes in triangulating all data pieces to provide a well-rounded profile of each learner to drive our instructional planning, provide student support, plan for curriculum development and professional development for staff.

After each benchmarking period (fall, winter, and spring), we spend two days reviewing the data at each grade level by subject area. The grade level teams review past performance levels and goals outlined on the previous year's School Improvement Plan (SIP). All student data is analyzed to monitor student growth and set future SIP goals.

The SIP Team has developed goals in the following areas for this school year that are aligned with the new Common Core Learning Standards to address math, reading, and student transitions from the elementary schools to our 5/6 center and then to the 7/8 grade center:

School Improvement Goal 1: Mathematics, Supporting Objective: Skokie School will increase the understanding and application of geometric concepts for students in grades 5 and 6.

Rationale: An analysis of STAR data identified **Geometry** as an area for improvement. That information, along with the curricular shifts required in the **Common Core State Standards (CCSS) for Mathematics** in many content strands identified a need to focus on increasing student growth in Geometry.

Evidence of Goal Attainment: Target Median Student Growth Percentage (SGP) for STAR Math in grade 5 and 6 is at least 41; growth in range of student progress toward STAR's CCSS Domain of Geometry (grades 5 and 6); growth on pre- to post- assessments focused on geometric concepts; teacher log of strategies implemented specific to manipulative use in geometry lessons; and qualitative feedback from teachers reflects an increase in students' ability to retain and apply geometric concepts.

School Improvement Goal 2: Language Arts, Supporting Objectives: improve students' ability to comprehend increasingly **complex texts**; and develop revised instructional scope and sequence for the 2013-2014 school year based on **Common Core State Standards-English/Language Arts (CCSS-ELA)** shifts in content, including greater balance of **non-fiction and fiction writing**.

Rationale: The CCSS-ELA emphasize the need for students to access increasingly complex texts across both fiction and non-fiction genres. The role of independent reading is an important one for students in order to boost their reading rate, stamina, and volume as they move toward college readiness. As we begin to teach toward CCSS-ELA Anchor Standard Ten, student feedback plays a central role. Both teacher and student monitor reading progress by tracking reading volume and specific strategies to help students access more complex text features over the course of the school year.

The CCSS also call for an instructional balance between the reading and writing of non-fiction texts by the time students reach fifth grade. It is important to develop additional writing units to address the need for students to gain greater experience in information, opinion, and argument-based writing.

Evidence of Goal Attainment: growth (Fall to Spring) in independent reading as measured by Teachers College reading inventory; Informational Writing Unit, including unit-specific KUDs, and list of mentor texts; log of teacher feedback to students regarding their reading progress through the use of student reading logs, conference notes, and written responses to reading; improve parent communication to

provide the educational rationale for leveled reading and how they can support their child at home; increased number of non-fiction titles; document identifying Common Core content shifts for non-fiction writing instruction and revised instructional scope and sequence for 2012-2014 school year; and target Median SGP for STAR Reading in grade 5-6 is at least 41.

School Improvement Goal 3: Student Transitions, Supporting Objective: Improve student transitions between schools within the district.

Rationale: from the Strategic Planning data, The Skokie School recognizes that there is a need to analyze student transitions from 4th to 5th grade and 6th to 7th grade within the District. Based on District parent survey data, Skokie recognizes there is a need to better communicate with parents the processes in place to ensure a smooth student transition from the elementary schools to our 5/6 center and from our 5/6 center to the 7/8 center. (A series of action steps have also been outlined for the staff)

Evidence of Goal Attainment: Identify current transition opportunities and ideas for new developments; positive student/parent feedback regarding the transition experiences from grades 4 to 5, 5 to 6, and 6 to 7 based on the October 2013 Skokie Student Survey data; and qualitative teacher and parent feedback regarding social-emotional domains and evidence of classroom community building.

3. Sharing Lessons Learned:

We have learned the significant impact of building a community and we work hard to establish various forums for collaboration for the students, staff, and the parents. For the student population, we integrate various service efforts into our school day through advisory allowing students to partner with children in our building and other schools. Our art program has extended its reach to the inner-city in Chicago to share in a collaborative art project and learning experience that allows our Skokie students to spend a day at Hanson Park School, and then in turn, invite the Hanson Park students to spend the day at The Skokie School. We also partner with the Winnetka Special Gifts Theater (a drama club for special needs learners), wherein Skokie School typical, peer-mentors assist students in maneuvering the stage and delivering their lines. Compassion for others counts!

As a staff, we recognize the importance of sharing our knowledge with one another. We are a group of professionals who question the world and strive for continuous improvement. Together, we are empowered to write curriculum with one another; to identify essential questions aligned to the new Common Core State Standards and establish the assessment pieces that will best inform teachers and students. We also meet weekly as a staff to discuss overarching school issues. Teacher leaders facilitate discussions and model a range of practices: learning activities, student projects, safety plans, social-emotional resources, etc.

Over the past several years, we have sent a team of teachers to Columbia University's Teachers College in New York City to expand our repertoire in reading and writing instruction. We have learned the value of on-going growth as professionals. We recently welcomed a group of educators from a district in southern Illinois to observe our writing instruction and ask pertinent questions to the teachers at a round-table conversation and luncheon.

A variety of intern/field study students from select universities work with our teachers to grow in their knowledge-base as it relates to 21st century learning and Progressive Education. We are proud to carry the torch as Progressive Educators and we work diligently to sustain the tenets of what that means. We work with author and leading school reformer, Sam Chaltain, to help us self-reflect on our practices to ensure that we continue to teach with democratic values at the forefront of everything we do.

4. Engaging Families and Communities:

We have also learned the importance of teaming with our parents when educating children. Our staff utilizes various avenues to engage parents and allow them the opportunity to share feedback with us. We have learned that consistent communication through class and school newsletters are most valued by the parents. Through our fall 2012 Parent Communication Survey, we have learned that 87% of our parent population is very pleased with our school-to-home communication.

As a school, we work to welcome our parents to Skokie to understand what we do and what their children experience everyday. We host a Go-To-School Night in August before the school year begins so parents and students together can meet their teachers and tour the school. We also invite our parents to take part in a math lesson and a science lesson with their child to experience the critical thinking model and engaged learning. We also hold two sessions of Parent-Teacher Conferences and a Portfolio Night where students walk their parents through work that they are proud of at school.

Parents have shared that they enjoy our intimate *Coffee Chats with the Principal* to glean important information and ask questions of the staff. Our topics thus far have focused on our School Improvement Plan and goals. Additionally, our Parent Teacher Association (PTA) has been integral in supporting various school efforts in the area of the arts and technology support.

Parents enjoy a Book Club facilitated by school professionals throughout the school year on topical issues related to education. For instance, we are currently studying *Raising Resilient Children* by Robert Brooks. Paired with the Winnetka Family Action Network (FAN) our auditorium is often used to host special guest speakers and authors. Our local Winnetka Volunteer Organization is housed inside of The Skokie School and they are a wonderful connection to our classrooms and help us teach responsibility, service, and empathy for others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

This has been a year of change for us in District 36. We have been making shifts in our curriculum to meet the demands of the new Common Core State Standards (CCSS). Our district Curriculum Committees for all subject areas, have been rewriting the essential questions in their content area and working towards realigning the content with the standards. We have found that the new standards are asking teachers to dive more deeply into content to unearth a true understanding of content in a multi-layered, multi-dimensional way. All of our Curriculum Committees have been working to isolate what students need to Know (K), Understand (U), and Do (D) in each content area. We have dubbed these critical components as our KUDs.

In regards to English/Language Arts, the biggest shift has come with students comprehending texts of steadily increasing complexity as they progress through school. Here in lies the connection to college and career readiness because we recognize that school does not 'stop' at grade 12. Non-fiction reading and writing will play an increasing role under the demands of the Common Core. More aligned to the college and career readiness (the workplace), students will engage with informational, expository, narrative, and argument texts. Writing to express a point will be critical in this curricular shift; argument writing forces writers to consider multiple viewpoints.

Mathematics under the Common Core Standards has caused our Curriculum Committee to analyze and emphasize developing conceptual understandings of mathematics. Practice and content are now merged with higher-level, critical thinking skills. The ability to problem solve authentic, multi-layered problems is more like the real world. We must help students practice reasoning abstractly and quantitatively and make sound arguments to support claims and critique the reasoning of others. This career and college readiness skill is one that will likely help America gain ground on national math scores that have shown we are behind other countries in the area of mathematics and university graduates in the science and math fields.

We still are waiting for the release of the Science Common Core Standards. Currently, the district curriculum looks to the Illinois Learning Standards for science. Our science curriculum provides children with varied experiences that initiate and support cognitive, social- emotional, and physical growth. Through this process, scientific inquiry and critical thinking evolve. Encouraging children to develop a scientific lens to view the world fosters a disposition of wonder, care, and responsibility for self, others, and the natural and physical world. Problem solving is a key link to college and career readiness preparedness.

The Social Sciences/Social Studies curriculum includes the study of change. We also strive in our curriculum to develop a firm understanding of American culture and the relationship of past to present that has created that culture. This aspect of cultural development is essential to help students: develop a positive and realistic sense of self and integrity, gain a sense of belonging and connectedness to family, heritage, school, community, nation, and world, develop an understanding of the rights and responsibilities of a citizen, and identify personal values, beliefs, attitudes, and goals in order to make socially-responsible decisions.

In relation to our World Languages (French and Spanish), art, music, drama, and Kinetic Wellness (physical education), our curriculum is guided again by the Illinois State Learning Standards. We teach children through developmentally appropriate instruction and evaluation that best serves the needs of the whole child. The curriculum of these subject areas promotes the development of a child perceptually, intellectually, creatively, emotionally, and socially to function productively in the real world.

2. Reading/English:

In an effort to provide the best reading and writing instruction possible, as aligned to the Common Core Standards, our teachers have been trained at Columbia University's Teachers' College (TC) in New York City, The Reading & Writing Project. To teach our students how to comprehend texts of increasing complexity as they progress through school, we utilize the TC Reading Assessment to ascertain each child's reading level. Guided reading groups can also take place based on these reading levels, allowing the teacher to work with small groups of students on a mini-lessons within the same reading range. This enables the teacher to provide differentiated instruction according to each child's comprehension level. This is the foremost reason we utilize guided reading and the Writer's Workshop model. Differentiated instruction enables us, as educators, to meet all learners at their instructional level to help them grow.

We also embrace the TC Writing Workshop approach by Lucy Calkins. Non-fiction reading and writing will play an increasing role under the demands of the Common Core. More aligned to college and career readiness than past standards, students are taught to engage with informational, expository, narrative, and argument texts. This interactive approach to writing allows the teachers and students to model writing, critique writing, offer feedback, and develop a writing process that is ongoing. The curriculum affords students the opportunity to argue and establish their points of view and write to support their thinking through details and evidence. Writing is viewed as an art and a science. Student portfolios and rubrics help provide the necessary feedback to help the children develop their writing skills. Writing is integrated into every subject at The Skokie School to provide frequent and ample practice.

3. Mathematics:

Our school works diligently to provide mathematics instruction that gets to the heart of Common Core Standards. Recent curriculum work has helped us shift our instruction to help students get a deeper understanding of math concepts and apply them to real-world problems. Our curriculum is one that fosters problem solving. In an effort to help students analyze and develop conceptual understandings of mathematics we utilize *Connected Math*. Aligned to the National Council of Teachers for Mathematics, we value its integrated approach to teaching problem solving, reasoning, communication, and connecting findings to the real-world issues.

As stated in a previous response, math practice and content are now merged with higher-level, critical thinking skills. The students' ability to problem solve authentic, multi-layered problems is more like the expectations in the real world. Our curricular approach to teaching math includes hands-on experiments, teaming among children, and the ability to express their answers in written and verbal forms. Most often, our students are using narratives and diagrams to explain their process and they have become comfortable speaking publicly with peers. Another critical aspect of our curriculum is teacher-to-student feedback. We have discovered through student surveys that the children need more specific feedback about their abilities to help them grow in the area of mathematics; particularly in geometry (as indicated by our state ISAT results in this sub-content area of math). Teachers use classroom pre and post assessment and *exit slips* to help guide their instruction and differentiate for all learners.

4. Additional Curriculum Area:

Currently, we offer Spanish and French to our students. Our curriculum is taught through the *Teaching Proficiency through Reading and Storytelling* (TPRS) model to engage all students. This integrated approach affords students the opportunity to hear, listen, read, write, and speak a foreign language by acting out stories in class. Supported by visual text and kinetic movements, the students interact to learn first, second, and third person grammar by speaking, listening, and telling stories. This experience is similar to full immersion.

The World Language Committee has been finishing the rewrites to their curriculum and their KUDs (what students should Know, Do, and Understand) and they are developing a rich first-eighth grade scope

and sequence for students in our district. The curriculum is centered on four major themes that will help maintain alignment and connect experiences for students from year-to-year. The team is looking forward to developing more of a web presence by creating a District web page explaining the program with links to more specific curricular information by level.

Kinetic Wellness is our physical education department and they too have been reassessing the curriculum. It is the philosophy of the Winnetka Public Schools to provide a comprehensive K–8 kinetic wellness program through developmentally appropriate instruction and evaluation best serving the needs of the whole child. Much opportunity lies in our ability to address the growing health challenges that are facing children and youth. Winnetka’s comprehensive kinesthetic wellness program offers experiences for enhancing the capacity of students’ minds and bodies in a safe, noncompetitive atmosphere.

The Skokie School possesses an outstanding high ropes course designed to present physical and mental challenges to our students. The high ropes course is a unique, fun, and challenging opportunity offered to all fifth and sixth graders in The Winnetka Public Schools. Our program is designed to improve existing interpersonal skills and help participants overcome barriers to personal and group growth. It is used to reinforce themes of support, leadership, communication, feedback, problem solving, and group decision-making.

The arts at The Skokie School are truly impressive! The range of student experiences includes general music, chorus, band, orchestra, and drama. The performances rival many high school renditions. Students begin participation in the arts for band as young as first grade in District 36.

5. Instructional Methods:

As a school, we have constructed a data tool (interactive spreadsheet) to house all of our students’ academic data over time. This online, interactive spreadsheet enables teachers to see various academic data pieces pertaining to students to monitor their growth in reading and mathematics whether they are at home or at school. After each benchmarking period (fall, winter, and spring), we come together as Grade Level Teams to analyze student growth or decline. Here, building specialist- such as math facilitators, special education teachers, and math facilitators- help review the data and plan for differentiated instruction.

Teachers are able to analyze sub-content areas to reflect on their teaching and plan for future lessons. Additionally, we are able to set student goals through Response to Intervention (RtI) and support students’ needs. This information enables teachers to differentiate instruction within the classroom and ponder curriculum choices. The data helps us to determine whether or not we are meeting the needs of the special needs learners in our school and those at Tier II. Through progress monitoring with the STAR assessment and Curriculum Based-Measurements, we track their progress. STAR is an adaptive, computer-based assessment that students engage in as a universal screener for both reading and math.

Many of our classrooms utilize laptops and iPads to facilitate the learning. For students with attention issues, and for those who need highly visualized instruction, these devices have proven helpful in regards to their classroom participation. Teachers can also utilize the devices as learning stations and centers in the classroom with varying degrees of difficulty pertaining to specific tasks. We are currently creating plans to implement a sensory room for our autistic students that need a high level of input or output during the school day. This space will provide a safe and private venue for them to take a break from instruction and then re-engage in a productive manner.

(Mentioned in previous responses, differentiation for student in reading and math are done routinely by teachers).

6. Professional Development:

We believe the teachers need a voice in the decisions and training that occurs in the district and school. The professional development is derived from various teacher-driven District Committees across all of the disciplines. As we identify needs in practice, curriculum development, student engagement and feedback, and other highly valued areas they are integrated into our District Strategic Plan. As a Skokie School staff, we have placed the bulk of our professional development in recent years on creating a model for writing and reading instruction that mirrors that of Lucy Calkins from the Teachers College at Columbia University in New York. We recognize the need for more depth in our teaching as we deliver the Common Core Standards for college and career readiness and the need to increase access to increasingly complex texts across both fiction and non-fiction genres. We have found that the workshop model(s) provides the approach that elicits higher-level thinking, authentic student exploration of text and writing, and opportunity for student and teacher feedback and reflection.

We spend time on professional development by sending summer teams to the Teachers College to learn these models and practice the approaches. Additionally, we support on-going learning through a trainer-to-trainer model that affords teachers the time to observe colleagues teaching reading and writing and then discuss practice. District-wide, we utilize common release days to reflect on practice and hone curriculum throughout the school year. At Skokie School, we have also invited visiting schools and districts to come watch our reading and writing workshops so we can learn from one another and discuss best practices. Teachers are also provided with release time to assess student writing to try and achieve inter-rater reliability across the district. Our 5/6 campus works collaboratively with the elementary schools and the 7/8 campus on this endeavor.

Math teachers have also engaged in similar trainings and planning sessions to align with Common Core Shifts. We have worked with specialists to train the staff and the math teachers also meet weekly to discuss units of study, essential questions, and student feedback. We have a small group of teachers who were contacted by The University of Chicago regarding how they have implemented Mind Set and Brainology into the classroom. Author of these works, Dr. Carolyn Dweck, visited some classrooms to record their work. Teachers also share practices and questions at staff meetings and model various teaching strategies.

7. School Leadership:

The principal employs the philosophy that teachers should be empowered to guide, lead, and coach one another. This has led to developing the role of Grade Level Chairs for both 5th and 6th grade at The Skokie School. These individuals meet weekly with the assistant principal and principal to discuss grade level topics pertinent to student well-being, teacher well-being, and school climate. These individuals then run weekly Grade Level meetings with their teaching teams. The Grade Level Chairs are an essential to administrative decisions made in the school building. Their insight and perspective is critical.

The principal's favorite quote is by Maya Angelou, "When you know better, you do better." This helps the principal to be a school leader that feels a sense of responsibility to respond to issues that arise in a responsive and respectful manner. In our progressive school setting, we embrace democracy and encourage staff to be problem-solvers and bring forth solutions when they are met with challenges. Staff members are respected as professionals and treated as such. They are given the latitude to arrive at decisions on their own and share their insight with the staff at large and the administrators.

Teachers lead various committees in the building such as Language Arts, Math, REACH (Social-emotional Program), the Social Committee, and others. Administrators help facilitate the work and attend meetings, but the teachers are encouraged to create the agendas and lead the discussions. Our teachers are organizing Cancer Awareness week and activities for April 2013. Recently, these various teacher-leaders organized a 6th grade event to help our students ease into their future transition to the 7/8 campus. And it will be our teachers that organize our Parent Portfolio Nights in March.

Most essential in maintaining alignment with policies and the District Strategic Plan would be our School Improvement Planning (SIP) Committee. This committee is comprised of different staff members who analyze school data and school challenges to create a SIP each year. This plan has measurable goals and action steps to ensure success and accountability.

Through authentic conversation and self-reflection, we have spirited conversations that are real and engaging. We are not afraid to take risks, disagree, and move forward towards our common mission: “We are a community that honors the whole child, fosters creativity, inspires lifelong learning, and develops civic responsibility.” We are Winnetka!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	96	96	97	95
Exceeds	42	46	31	32	37
Number of students tested	202	200	244	212	260
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	3	3	3	2	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	4	2	3
4. Special Education Students					
Meets/Exceeds	90	76	78	86	75
Exceeds	7	8	5	8	11
Number of students tested	30	25	37	37	36
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	4	1	3		1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	93	94	95	96
Exceeds	54	55	55	65	62
Number of students tested	202	199	244	212	259
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	1	2	3	2	2
Percent of students alternatively assessed	0	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	4	2	3
4. Special Education Students					
Meets/Exceeds	80	76	68	78	84
Exceeds	13	12	16	32	19
Number of students tested	30	25	37	37	37
5. English Language Learner Students					
Meets/Exceeds	Masked		Masked		Masked
Exceeds	Masked		Masked		Masked
Number of students tested	4		3		1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	98	98	98	96
Exceeds	62	59	60	57	49
Number of students tested	204	241	210	263	237
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	3	3	3	2	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	1	1			
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	2	4	1
4. Special Education Students					
Meets/Exceeds	90	94	89	88	81
Exceeds	32	16	31	26	14
Number of students tested	31	31	36	42	42
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	3		1	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	98	100	98	96
Exceeds	60	63	68	66	62
Number of students tested	204	240	211	262	237
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	3	3	3	2	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	1	1			
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	2	4	1
4. Special Education Students					
Meets/Exceeds	97	94	97	88	83
Exceeds	35	13	46	36	19
Number of students tested	31	31	37	42	42
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	2		1	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					