

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Brian Howard LeCrone

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

Official School Name May Watts Elementary School

(As it should appear in the official records)

School Mailing Address 800 S. Whispering Hills Drive

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

City Naperville State IL Zip Code+4 (9 digits total) 60540-1317

County Dupage County State School Code Number* 190222040262010

Telephone 630-428-6700 Fax 630-428-6701

Web site/URL http://watts.ipspd.org E-mail brian_lecrone@ipsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Karen Sullivan

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

E-mail: karen_sullivan@ipsd.org

Other)

District Name Indian Prairie School District #204 Tel. 630-375-3000

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 Mrs. Lori Price

(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 and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 (per district designation):
- 21 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 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	71	53	124
1	70	58	128
2	71	56	127
3	52	76	128
4	47	62	109
5	56	55	111
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	367	360	727

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 45 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 5 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	87
(4) Total number of students in the school as of October 1	724
(5) Total transferred students in row (3) divided by total students in row (4)	0.120
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 18 %
135 Total number ELL
 Number of non-English languages represented: 30
 Specify non-English languages: Arabic, Bengali, Bulgarian, Cantonese, Finnish, French, German, Gujarati, Hindi, Kache, Kannada, Kashmiri, Korean, Lithuanian, Malayalam, Mandarin, Marathi, Oriya, Pilipino, Polish, Portuguese, Serbian, Spanish, Swedish, Tamil, Telugu, Turkish, Ukrainian, Urdu, Uzbek
8. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 63

Information for Public Schools Only - Data Provided by the State

The state has reported that 20 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
63 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.

- | | |
|--------------------------------|--|
| <u>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>17</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>8</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 26:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	96%	96%	96%
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 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

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

15. Please summarize your school mission in 25 words or less: May Watts has adopted the same mission statement created for the entire school district, "Inspire all students to achieve to their greatest potential."

PART III – SUMMARY

May Watts Elementary School is exceptional in its ability to meet the academic, social/emotional, and physical needs of all students through the collaborative efforts of the school staff, families, and the greater community. May Watts is a public K-5 school located in suburban Naperville, Illinois, one of the best places to live in 2014 according to Money Magazine. May Watts, established in 1989, is part of Indian Prairie School District #204, the third largest school district in Illinois. Indian Prairie School District currently supports thirty-three educational facilities and serves 28,500 students from the distinct communities of Naperville, Plainfield, Aurora, and Bolingbrook. Consequently, the student population of the district embodies ethnic, cultural, and socio-economic diversity.

Once a small neighborhood school serving a largely homogeneous student body, the student population of May Watts has grown in number and diversity over the years. May Watts currently serves over 700 students who represent 26 different languages and a variety of cultures. May Watts has a large English Learning (EL) program with four full-time EL staff members. Cultural awareness and celebration of diversity are at the heart of the Student Citizenship Curriculum. Students participate in weekly Cool Tool lessons, components of May Watts' Positive Behavior Intervention and Support program (PBIS), which highlight themes such as manners, respect, and kindness. The Welcoming Committee acclimates new families by hosting meet and greets at different locations within the community. The staff continually seeks resources and opportunities to expand their own cultural awareness in order to better meet the needs of the student body. Staff members utilize professional development time to better learn about ethnic holidays and traditions, such as Diwali and Chinese New Year. Throughout the year, the staff is involved in Multi-Cultural nights, "Tea Chats," and Round Table discussions in order to dialogue and build relationships with community members, specifically those representing ethnic, cultural, and linguistic diversity.

The May Watts staff is able to meet students' diverse academic needs through their commitment to collaboration. The school has met AYP every year and was awarded the 2012 Excellence Award as part of the Illinois Honor Roll. The 2014 Illinois Report Card indicated that 8.7% of May Watts students had an IEP last year. Students with special needs receive assistance within the general education setting, participate in classes co-taught by general and special education teachers, and/or receive specialized instruction in a small group settings. School staff members work together to address the learning needs of at-risk students through a Problem Solving process, part of the Response to Intervention (RtI) framework. May Watts also has a large percentage of students who participate in the gifted program, Project Arrow, in grades 3rd through 5th and in enrichment opportunities in kindergarten through 2nd. In the fall of 2014, a Differentiated Learning Time (DLT) was developed and implemented at each grade level to enable support staff to conjoin with the general education teachers in an effort to meet all students' academic needs through the sharing and exchange of methods and strategies for differentiated instruction. In order to meet its diverse student needs, May Watts has one full-time Reading Specialist, Interventionist, Gifted teacher, and Speech/Language Pathologist, as well as part-time specialists (psychologist, social worker, occupational therapist, physical therapist, and vision and hearing itinerants). Students in need of interventions meet with these various support staff members as part of the Problem Solving process.

At May Watts School, the various Support Team members share the responsibility of meeting the needs of disabled and at-risk students together with the classroom teachers within an integrated service delivery model. Support Staff members regularly attend grade level team meetings, tier 2 and tier 3 problem solving meetings, special education planning meetings and data meetings where collaboration occurs. They join forces with classroom teachers to bring social/emotional programs such as Check-In/Check-Out and Zones of Regulation to students in need. This joint effort between support staff members and general education teachers is pivotal in maximizing all students' academic and social/emotional growth.

May Watts School enjoys a strong partnership between parents and school staff. This relationship is evident through the strength of the May Watts PTA, which provides resources for teachers and students. For example, the PTA sponsored Art Awareness program invites community members into the classrooms to discuss famous works of art. After school enrichment programs, funded by the PTA, offer students the opportunity to play group games and sports, participate in yoga, play chess, and create art and music. PTA

sponsored events such as the annual Ice Cream Social, the Student Talent Show, the Fun Fair, and Science/Technology/Engineering/Math (STEM) Night are well-attended by students, parents, and faculty. It is through all of these collaborative efforts, inside and outside of the classroom, amongst the school staff and within the greater community, that May Watts School is able to live out its mission “to inspire all students to achieve to their greatest potential.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Teachers follow the district’s English Language Arts (ELA) curriculum, delivering whole class instruction based on the Illinois Learning Standards. The ELA curriculum includes writing, speaking/listening, word study, grammar, guided reading, independent reading, fluency practice, comprehension strategies, decoding strategies, and responding to literature (fiction, non-fiction, and poetry). Classroom teachers meet with flexible, guided learning groups where students receive small group instruction based on formative assessment data. After an opinion writing lesson in 5th grade, for example, the classroom teachers review drafts, and meet with students who require guided practice in providing support for written arguments. Primary students reading below grade level meet with a teacher daily to practice reading leveled texts. Instructional groupings also occur across each grade level. In kindergarten, for instance, students attend homogeneous groups to work on letter sounds/phonemic awareness, phonics, reading fluency or vocabulary enrichment. Classroom teachers co-teach with the special ed teachers, reading improvement teacher and/or EL teachers to address the literacy needs of diverse learners. The reading specialist, an EL teacher, and a fourth grade teacher co-teach in a fourth grade classroom to deliver explicit, targeted instruction in answering text-dependent questions. Additional reading interventions are provided to students who require more intensive reading intervention.

May Watts’ Mathematics curriculum follows the Illinois Learning Standards, supports district goals, and embeds the 8 Mathematical Practices. Students in grades 3-5 participate in one of two math strands: Regular Math or Math Acceleration. Students in Math Acceleration participate in a curriculum that is one year advanced. Regardless of strand, emphasis is on building mathematical understanding in addition to learning facts and algorithms. An example of this is in 4th grade, when students learn to represent multiplication in a number of ways, using blocks, arrays, area models, the partial products method, and the traditional method. 21st century skills are honed as students collaborate on projects, explain their thinking and evaluate the thinking of others. Transfer Tasks, which serve as activities and assessments throughout the K-5 math curriculum, require students to demonstrate their understanding apply their knowledge to solve real world problems. A 5th grade Transfer Task, for example, asks students to use their knowledge of fractions to compare the results of a school fundraiser by class. Students performing below grade level in math meet with their teacher for guided practice in small, flexible groups. Leveled math games, computer programs and apps, and hands-on activities provide opportunities for highly motivating differentiated practice. Math intervention groups in K - 5 focus on foundational number sense skills and meet daily with the interventionist or the special education teachers.

May Watts’ Social Studies Curriculum follows the Illinois Learning Standards for Social Science. The topics studied at every grade level address the State Goals for Political Systems, Economics, History, Geography, and Social Systems. The Social Science goals are learned in conjunction with the ELA Illinois Learning Standards; at May Watts Social Studies and ELA are interwoven. For instance, a 4th grade lesson incorporates Language Arts and Social Science goals as students read non-fiction texts about the Southeast region of the US and, based on facts from the text, summarize their findings about the economy of the area. Another example occurs in 3rd grade, when speaking and listening ELA standards are combined with Social Science Standards in news cast project that addresses how human activities affect the global environment.

The Science Curriculum follows Illinois State Goals for Science, which are integrated into the ELA and Math curricula when possible. In Science Classes in K-5, students work in collaborative groups to solve problems, apply their science knowledge through inquiry-based learning experiences, and communicate their learning through presentations, discussions, and written responses. An example of integrated learning occurs in 1st grade, as students learn about non-fiction text features while researching caterpillars. The 4th grade terrarium project is an example of Math, Science, and ELA integration, as students must plant a terrarium, collect data on the growth of their plant, interpret data, and share conclusions through writing. Current events and real world science and social issues are addressed through the reading of Scholastic News, Time for Kids, and local newspaper articles.

In sum, May Watts teachers follow the district established curricula for each subject area, derived from the Illinois Learning Standards and district goals. Through the development of rich lessons that address multiple standards across content areas, teachers maximize the achievement for all students. Further, instructional programs and supports effectively differentiate learning for all students.

2. Other Curriculum Areas:

May Watts students enjoy an exemplary fine arts program, an award-winning physical education program, and a robust learning media center (LMC) program. Students participate in these curricular areas in classrooms taught by certified, content area specialists. Students in K-5th grades participate in Music for 25 minutes, twice a week; Art for 50 minutes, once a week; PE for 25 minutes, three times a week; and LMC for 25 minutes, once a week.

May Watts' Fine Arts program consists of Music and Art, which are aligned with the National Core Arts Standards. As part of the Fine Arts program, students engage in the four artistic processes: Creating, Performing/Producing/Presenting, Responding, and Connecting. In 3rd grade Art, students participate in a unit on Matisse in which they respond to his art through analysis, relate his work to his life, create an original work, and present their work for peer critique. Fine arts teachers overlap their instruction as much as possible to deepen students' learning experiences. After the 2nd grade music program that included folk songs from around the world, students in K-5 began an art unit based on the cultures represented in the music program. The PE curriculum overlaps with the fine arts curriculum in the tumbling and dance units, which incorporate the artistic processes.

In PE, students acquire physical fitness skills at the appropriate developmental stages. They practice self-evaluation and reflection as part of every unit. For example, students monitor their own ability to throw a football into a square and based on their own evaluation, adjust the difficulty level by moving closer or farther from the target. Students 3rd-5th wear pedometers daily, reflecting on their ability to make their daily step goals. Students develop healthy habits through the Exercise and Nutrition units. The PE program has been the recipient of many awards including the Heart Healthy Award in 2010 and the Highlight School Program Award in 2000, 2002, 2004, 2005, 2006 and 2009.

The Music, Art, and PE teachers connect their programs with the core academic curriculum, supporting the acquisition of essential skills. Students apply speaking and listening skills as they engage in art critiques. They apply social studies concepts in learning the history and background of music from different cultures and performing folk songs from around the globe. In the 2015 music program, students performed songs from Russia, China, and Scotland, and Ghana. In Art, students apply concepts of geometry and symmetry, and the Illinois Learning Math Practices, such as using mathematical tools and adhering to precision, are emphasized. In Music, students apply their knowledge of fractions as they learn the division of beats. The Heart Adventure Program brings science to life in PE as students enact the process of blood flow through healthy and unhealthy circulatory systems. 21st century skills, such as collaboration, creativity, communication, and problem solving, are embedded in each of these programs. Students identify, describe, analyze, interpret and evaluate art, music, dance, and physical performance. In "Specials", they learn to evaluate and solve daily problems, persevere in the face of obstacles, and collaborate with peers.

The May Watts' LMC program exists to support the literacy skills of school-wide curriculum. The program integrates research skills into the classroom curriculum, provides technology support to all grade levels, and guides students to appropriate reading choices. The LMC provides programs that promote extracurricular reading, including Battle of the Bluestems, which encourages students to read Illinois Readers' Choice Award nominees, First Readers Club, which allows students to preview and review new books in the LMC, and the School-wide Monthly Reading Incentive Program, through which it partners with the local community. The LMC serves as a draw to families; the One School/One Book program promotes collaboration between school and families around a common text, and Family Reading Night brings families together within the school community. The Annual Book Exchange encourages families to donate books for needy students. Book fairs draw parent shoppers to school twice a year. The LMC also organizes author visits 2-3 times per year and the Annual Young Authors Program celebrates student writers.

Overall, these other curriculum programs at May Watts support the learning of essential knowledge and skills within their own content areas and within the general education curriculum. They allow students to apply math, language arts, science and social studies in creative and real-world situations. Thus, Specials classes prepare students to be creative, literate, and healthy citizens of the 21st Century.

3. Instructional Methods and Interventions:

Many supports are in place to meet the diverse needs of the May Watts students. Teachers develop lessons that match students' interest, background knowledge, learning styles, cultural backgrounds, and learning levels. They employ visual organizers and explicit vocabulary instruction for English Learners. EL teachers co-teach, provide small group instruction in the classrooms, and meet with pull-out groups for intensive instruction in accordance with the WIDA English Language Development Standards. Special ed staff provides students with a continuum of push-in and pull-out services through co-teaching, small group instruction within the classroom, as well as providing individual modifications and accommodations. Technology is embedded into individual students' academic and behavioral programs; games and apps serve as effective behavior reinforcement, and other technology tools address students' sensory and fine motor needs. Special ed pull-out services are provided for individuals who require intensive reteaching opportunities and/or alternate curricula.

May Watts' Project Arrow (PA) program meets the needs of its academically talented students. PA, a pull-out program offered to qualifying students in grades 3rd-5th, provides additional opportunities for engagement in the higher learning processes of Bloom's Taxonomy and prepares students for advanced placement at the Middle School level. The PA teacher also meets with high achieving students in K-2 for flexible, small group enrichment.

May Watts' three-tiered Problem Solving system allows for flexible student grouping, seamless delivery of interventions, frequent evaluation of student learning, and collaboration between professionals. Classroom teachers meet weekly to select tier 1 learning targets, co-plan lessons, share instructional strategies, reflect on student performance, and make core instructional changes based on large group needs. Special education teachers and EL teachers attend weekly grade level team meetings, co-planning for accommodations and curricular modifications. During Differentiated Learning Time (DLT), students meet in small, tier 2 groups for supplemental reading and/or math instruction. Some students receive tier 3 interventions with specialists. DLT provides the opportunity for the interventionist, reading specialist, EL teachers, PA teacher, and classroom teachers to meet with small, homogeneous groups for targeted instruction at the same time. These professionals meet together every six weeks for Team Problem Solving meetings. May Watts' Individual Problem Solving system provides a structure for specialists and teachers to collaborate in developing intervention plans that meet the unique academic and social/emotional needs of individual students. It is through these systems and programs that the staff work together within a model of integrated service delivery.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Across content areas and grade levels, May Watts students demonstrate high achievement. May Watts has met Annual Yearly Progress (AYP) every year based on the Illinois Standards Achievement Tests (ISAT), standardized tests which were administered to all 3rd - 8th grade students annually in Illinois until 2014 in the content areas of Reading and Math, as well as Science in 4th and 7th grades. May Watts' average ISAT scores have consistently ranked higher than those of the state and the district. May Watts students continually outperform students in comparable, neighboring schools.

In 2013 ISAT underwent changes in both content and scoring procedures. Beginning that year, 20% of ISAT test items were aligned with the new Common Core State Standards. Additionally, the ISAT cut scores, scores needed to meet and/or exceed standards, were raised in both Reading and Math. May Watts ISAT scores dipped in 2013 as a result of these changes. Whereas 95% of 3rd-5th graders met/exceeded standards in 2012, this was true for 89% in 2013. Despite this drop of 6 percentage points, May Watts still outperformed the district and the state in 2013; the district's scores dropped 14 percentage points from the previous year, while the state suffered a 23 percentage point drop.

In 2012-13, May Watts had only three subgroups that constituted 10% or more of its student population: White (47%), Asian (40%), and Low Income (10%). The Low Income subgroup showed an achievement gap in the area of math on the 2013 ISAT. That year, 73.3% of Low Income students met/exceeded standards in math, whereas 88.5% of all students met/exceeded in this area. Steps have been taken to reduce this gap. During the 2013-14 school year, Add+Vantage Math Recovery (AVMR) assessments and intervention groups were put in place for any students K-5 struggling to acquire foundational math skills. Many Low Income students participate in the AVMR intervention. Additionally, the Welcoming Committee has made strides in reaching out to low income families through its community events.

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

May Watts has developed efficient methods for collecting and reviewing assessment information. School-wide behavioral and academic data are regularly reviewed by the leadership team and used for developing SIP goals. Curriculum based measure (CBM) benchmark assessments are administered to all students in fall, winter, and spring and are sent home at that time. Teachers collaborate at benchmark data review meetings three times per year to evaluate the effectiveness of their core curriculum, as well as to determine the supports necessary for students in tiers 2 and 3 in reading and math. Students who fall in these tiers are monitored weekly using CBMs that measure reading and math growth. These progress monitoring data, sent home quarterly, are reviewed approximately every six weeks to determine if students are making adequate progress. Teachers collect formative assessment data on an ongoing basis in each classroom. Rigby Benchmark data for reading comprehension in grades 1st - 5th, the Darrell Morris phonics assessment in 1st grade, and sight word list inventories in grades K - 2nd, all of which are administered three times per year. The Gates-MacGinitie Reading Tests are used for census testing in 5th once per year, while at-risk readers participate in the Gates twice a year. These data are sent home to parents, discussed at parent-teacher conferences, and used to form guided learning and intervention groups throughout the year.

Other assessments assist in determining student programming. ACCESS test results determine which students qualify for the EL program. The Cognitive Abilities Test is administered to all 2nd and 5th grade students for eligibility into the PA program. The district Math Acceleration Assessment is given to all students in 2nd, and select students in 3rd-5th, to identify qualifiers for the Math Acceleration program. Formative assessment data, shared by classroom teachers, is also used in determining admission into PA and Math Acceleration. Individual student programs, developed by IEP or Individual Problem Solving teams, are developed based on diagnostic assessments such as informal reading inventories, Math Recovery assessments and formal, standardized tests.

Part VI School Support

1. School Climate/Culture

Classroom teachers maximize student engagement in academic learning; technology is embedded across the curriculum, and opportunities abound for inquiry learning, cooperative learning, critical thinking, and real life problem solving. Yet, social/emotional learning is equally emphasized. Students learn expected behaviors and receive positive reinforcement in each classroom. Many teachers utilize CHAMPS, a Positive Behavior Support program, to teach expectations in the classroom.

May Watts has an extensive Positive Behavior Intervention and Support (PBIS) system. It received the PBIS Award for 2011-2012 school year. CHAMPS is utilized building-wide in common areas, such as bathrooms and hallways, and expectations are clearly posted. During the first weeks of school, all students participate in PBIS stations where they learn about the behavioral expectations at each common area. Teachers began the year with Fisher and Frey's The First 20 Days, which served as a guide for learning respect and collaboration. Illinois' Social/Emotional Learning Standards are often embedded into ELA lessons. Cool Tools, social skills lessons that focus on topics such as personal best, honesty and responsibility, are taught K-5 once a week throughout the year. Such efforts ensure that all students have the tools to live up to Watts' citizenship core values: Respectful, Responsible, and Safe.

Students are positively rewarded with tickets for demonstrating desirable behaviors. Tickets are redeemed weekly for prizes and activity coupons at the Prize Cart. Students can also use their tickets to enter the monthly PBIS raffle, or save them up to join Principal's Club. Every classroom has a marble jar, which reinforces whole class behavior. Classes have celebrations when their marble jars are filled. The lunchroom behavior system rewards an entire grade level for demonstrating positive behaviors.

Social/emotional supports are also in place. Check-In/Check-Out (CICO) serves as the building's Tier 2 social/emotional intervention. Students in CICO receive frequent reminders and earn points for meeting their personal goals. Other students meet with a teacher mentor every morning and afternoon. Some students have behavior plans that address their individual needs. Friendship Club serves to teach students social skills through explicit instruction and peer modelling.

May Watts is a supportive place for teachers and staff. Teachers thank each other publicly at staff meetings. The Social Committee organizes celebrations and staff outings. Fun Fridays occur once per month, when teams take turns decorating the lounge and sharing snacks. The PTA provides elaborate lunches for teachers on conference nights and celebrates teachers during Teacher Appreciation Week. New teacher meetings serve to acclimate new staff members to the building. In sum, May Watts has established a positive and supportive environment for both students and staff.

2. Engaging Families and Community

At May Watts, multiple avenues exist for home-school communication. Teachers contact all parents at the beginning of the year and maintain regular communication via phone calls, email, and Parent Communication Forms, which alert parents to behavioral issues. Every teacher has a blog with curricular information and helpful links; teams also send home newsletters about upcoming classroom events. Parent/Teacher conferences are held twice a year. Curriculum Night draws parents annually to learn about school-wide and classroom curricula. Every August, Meet & Greet allows families and teachers to connect, while January's Open House is well attended by students and their parents. The Welcoming Committee, made up of parents and school staff, addresses the high transiency and large EL population by organizing outreach events at local establishments, enabling new families learn about the school. Such opportunities for dialogue build strong home-school connections and ultimately support student learning.

Several PTA-sponsored events, including the Ice Cream Social and the Fun Fair, help to create an inclusive school culture by bringing together families and staff. Events such as STEM Night, Science Fair, and Family Reading Night, promote academic exploration while drawing teachers, students, and their families.

Family Fitness Night and Self Defense Night teach students and parents about safe and healthy habits. Parents support the school-wide PBIS system by working the Prize Cart and participating in classroom parties, and assisting with the annual, school-wide Field Day celebration. Parent LMC volunteers help students locate and check out reading materials. Parent volunteers support early literacy by serving as Guest Readers in the primary grades and assisting students with their writing during Kinderpress and 1st Edition. Parent volunteers also teach Art Awareness lessons and STEM lessons in K-5 classrooms. These events exemplify how parents support the academic, social, and emotional growth of May Watts students.

May Watts students enjoy numerous opportunities to participate in community events and support local organizations. The Music and LMC departments support a monthly reading program that allows students to earn a free ticket to a Kane County Cougars game and the chorus sings the National Anthem on the field at the start of the game. In 4th grade, the Be Safe, Be Smart program brings the Naperville police department to the classrooms to discuss after-school safety. The PE department supports The National Heart Association through its school-wide Jump Rope for Heart event. The Eco Club supports local flora and fauna by leading a yearly fundraiser for Willowbrook Wildlife and collects old cell phones for SCARCE. The Service Club assists local charitable organizations, such as Feed My Starving Children, Loaves and Fishes, and The Make A Wish Foundation, through fundraisers and volunteer work. Such activities allow students to grow, both as citizens of the local community and as citizens of the world.

3. Professional Development

Professional development at May Watts is aligned with district goals and dedicated to accelerating student growth. PD follows the Problem Solving process: student data is collected and analyzed, a plan is put in to place, and results are evaluated. By using Problem Solving, the staff knows their efforts will be focused on student results. For example, when 2008 and 2009 ISAT Writing scores showed that only 76% of 5th graders met or exceeded expectations, the school leadership team developed a plan to refine and coordinate writing instruction in K-5. The plan included common instructional strategies, a common graphic organizer, and a common language for writing instruction. The plan was shared during faculty meetings and coaching was provided to teams and individual teachers. By 2010, ISAT writing scores showed that 90% of 5th and 3rd graders met or exceeded standards, and the staff learned the power of vertical curricular planning and articulation.

Professional development activities also improve students' social emotional functioning. The May Watts staff reviews behavioral data regularly and uses it to improve upon the PBIS system; CHAMPS was adopted in January 2011 and The First 20 Days program was adopted in August 2014. Through these PD endeavors, the staff has learned to establish clear expectations for behavior, teach desirable behaviors, and allow students opportunities to practice positive behaviors. Such practices establish a positive environment for teaching and learning and are especially important for the culturally diverse student population. As a result of these efforts, student behavior referrals are decreasing; 213 were written in 2010-11, 161 in 2013-14, and only 41 have been written to date in 2014-15.

4. School Leadership

May Watts embraces a democratic philosophy of leadership. Though the principal and student services coordinator have formal administrative roles, they are part of an Instructional Leadership Team (ILT). ILT is composed of the principal, student services coordinator, one team leader for each grade K-5, the team leader of the Support Team, and other Support Team members. ILT agendas are shared with the staff and additional staff members are encouraged to attend. Although it is often necessary for ILT to discuss building-wide management issues, its primary purpose is to use the Problem Solving process to improve students' academic and social emotional functioning. It does this by analyzing school-wide data and developing plans to increase student success. ILT, which decides upon each professional development endeavor, was crucial in improving ISAT Writing scores, as explained above. ILT exists as the PBIS school leadership team; it regularly reviews student behavior data, using this information to plan the Cool Tools, social emotional lessons taught at every grade level. ILT's leadership in PBIS has been pivotal in decreasing student referrals over time, as explained above.

The instructional initiatives developed at ILT are carried out through the leadership of the team leaders and support team members on ILT. Team leaders act as instructional coaches on their grade level teams. During the 2011-12 school year, ILT chose to focus on action research as an avenue for accelerating student growth and each team conducted action research under the guidance of the team leader (SMART Goal format??). The 2nd grade team, for example, found that 90% of students met or exceeded the end-of-the year Rigby goal after implementing small, guided reading groups that focused on building fluency and comprehension skills. Similarly, 97% of kindergarten students met the May 2012 goal for Quantity Discrimination CBM after incorporating a Math Wall into their math curriculum. Under the leadership of ILT, teams have continued to use this data driven, Problem Solving process to improve student success in kindergarten through 5th grade.

Other leadership teams exist outside of ILT. The ELA Team carries out the district directives related to the English Language Arts curriculum change, providing PD and coaching. The Math Team guides teachers as they implement the newly adopted Illinois Learning Standards for Math and provides PD on vertical arrangement of the Math Curriculum and the 8 Mathematical Practices. The Rewards Team manages the monthly prizes, raffles, and celebrations as part of the PBIS system. The CICO Team meets regularly to maintain the Check In/Check Out program. Hence, May Watts embodies a multi-layered, participative model of leadership that maximizes the growth of staff and students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	92	99	94	98	93
Exceeds Standard	30	78	77	76	69
Number of students tested	111	83	77	82	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	83	100	50	83	60
Exceeds Standard	8	25	25	17	0
Number of students tested	12	4	4	6	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	97	100	100	100	93
Exceeds Standard	45	96	78	83	87
Number of students tested	38	26	18	23	15

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	93	100	98	98	98
Exceeds Standard	30	74	84	77	77
Number of students tested	54	47	43	48	56
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Illinois Standards Achievement Test87</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	87	96	98	90	97
Exceeds Standard	44	73	58	56	62
Number of students tested	82	77	84	94	90
Percent of total students tested	99	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested	8	4	7	13	11
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	0	2	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	82	100	98	97	95
Exceeds Standard	38	77	60	60	63
Number of students tested	45	44	47	60	63
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	87	95	93	97	97
Exceeds Standard	34	45	44	51	38
Number of students tested	85	90	96	92	98
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	55	75	73	67	80
Exceeds Standard	27	13	18	0	20
Number of students tested	11	8	11	3	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	95	100	100	100	100
Exceeds Standard	40	58	56	67	54
Number of students tested	20	19	18	21	13
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	92	98	95	95	97
Exceeds Standard	35	45	45	50	36
Number of students tested	51	44	55	64	66
10. Two or More Races identified Students					
Meets Standard and above	70	100	88	100	100
Exceeds Standard	30	60	75	33	33
Number of students tested	10	5	8	3	6
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	91	95	92	94	89
Exceeds Standard	50	63	61	59	45
Number of students tested	111	83	77	82	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	92	100	50	67	40
Exceeds Standard	50	75	25	17	20
Number of students tested	12	4	4	6	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	95	100	94	100	100
Exceeds Standard	61	73	50	57	67
Number of students tested	38	26	18	23	15
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	94	95	94	93
Exceeds Standard	50	60	67	65	48
Number of students tested	54	47	43	48	56
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	89	96	98	89	93
Exceeds Standard	40	71	66	45	52
Number of students tested	82	77	84	94	90
Percent of total students tested	98	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	97	95	100	94	95
Exceeds Standard	52	63	61	63	55
Number of students tested	29	19	23	16	20
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	98	98	97	92
Exceeds Standard	36	77	70	48	49
Number of students tested	45	44	47	60	63
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education, Inc.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	87	93	91	93	97
Exceeds Standard	44	59	51	61	47
Number of students tested	85	80	96	92	98
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	64	75	73	33	60
Exceeds Standard	27	25	18	0	0
Number of students tested	11	8	11	3	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	90	100	94	95	92
Exceeds Standard	55	63	56	62	46
Number of students tested	20	19	18	21	13
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	94	95	93	94	100
Exceeds Standard	41	61	56	64	53
Number of students tested	51	44	55	64	66
10. Two or More Races identified Students					
Meets Standard and above	70	100	88	100	100
Exceeds Standard	50	60	63	33	33
Number of students tested	10	5	8	3	6
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: