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

Official School Name Meadow Glens Elementary School
(As it should appear in the official records)

School Mailing Address 1150 Muirhead Avenue
(If address is P.O. Box, also include street address.)

City Naperville   State IL   Zip Code+4 (9 digits total) 60565-1690

County   Dupage County   State School Code Number* 19-022-2030-26-2017

Telephone 630-420-3200   Fax   630-420-6897

Web site/URL
           http://schools.naperville203.org/me
adowglens   E-mail kklynch@naperville203.org

Twitter Handle
@MeadowGlens   Facebook Page N/A   Google+ N/A

YouTube/URL N/A   Blog N/A   Other Social Media Link N/A

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*Mr. Daniel Bridges
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: dbridges@naperville203.org
Other)

District Name Naperville Community Unit School District 203   Tel.   630-420-6300

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. Jackie Romberg
(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   <u>14</u> Elementary schools (includes K-8)
    (per district designation):   <u>5</u> Middle/Junior high schools
                                           <u>2</u> High schools
                                           <u>0</u> K-12 schools

                                           <u>21</u> 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
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. <u>4</u> 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	34	15	49
1	31	32	63
2	39	25	64
3	29	37	66
4	47	41	88
5	65	50	115
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	245	200	445

5. Racial/ethnic composition of
the school:

1 % American Indian or Alaska Native
30 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % White
4 % 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: 4%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	415
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 7 %
   30 Total number ELL
   Number of non-English languages represented: 12
   Specify non-English languages: Urdu, Mandarin, Ukrainian, Cantonese, Korean, Gujarati, Lithuanian, Arabic, Russian, Spanish, Polish, Hungarian

8. Students eligible for free/reduced-priced meals: 7 %
   Total number students who qualify: 30

Information for Public Schools Only - Data Provided by the State

The state has reported that 14 % 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: <u>6</u> %
                                                        <u>28</u> Total number of students served

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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	97%	97%	97%	97%	97%
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 X

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

15. Please summarize your school mission in 25 words or less: Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.

PART III – SUMMARY

Meadow Glens Elementary is located in beautiful Naperville, Illinois, a suburb located 28 miles west of Chicago. Naperville is home to 145,000 people and consistently ranks as a top community in the nation in which to live, raise children and retire. Meadow Glens school was built in 1989 and the school's namesake comes from a combination of the surrounding neighborhood subdivisions, The Meadows and The Glens. 339 students attended Meadow Glens that opening year in kindergarten through fourth grade and the Eagle was adopted as the school mascot. As these new neighborhoods expanded, so did the enrollment at Meadow Glens. In the early 1990's, Meadow Glens enrollment was nearly 750 students. The enrollment has steadily declined to our current enrollment of 452 students in kindergarten through fifth grade which includes 345 families. In addition to the change in enrollment, we have seen an increasingly diverse racial composition and students coming from homes with different first languages spoken. Our families identified as having a low socio-economic status have mirrored the changes seen across our district.

At Meadow Glens, our vision for preparing ALL students for success informs every decision. All stakeholders are valued as part of a highly effective system committed to maximizing student success at every level. We work together to thoughtfully interconnect the efforts to improve student learning with the District Strategic Focus and a system of practice that supports the success for all learners. We deliberately focus on aligning and synchronizing the critical components of professional development, balanced assessment, rigorous and guaranteed curriculum, high-quality instruction, multi-level systems of support and intervention, and resources to maximize learning for all students.

All of the decision making groups in our school regularly use data to impact student learning. The building leadership team studies universal data to identify school or grade level wide trends. Professional Learning Communities, co-teaching partnerships, Child Service and Problem Solving teams look at data by grade levels, classrooms, and individual student progress in order to determine how instruction can be personalized to meet student needs.

Professional Learning Communities and co-teaching partnerships meet regularly to evaluate student work to determine where students are in their mastery of the Common Core Standards. Along the way they identify student misconceptions and plan the next steps for instruction. Teachers utilize the curriculum maps, progressions, rubrics, student work, and other resources to design differentiated instruction. Every lesson begins with a learning target to help students aim for understanding. Exemplars and examples are used to provide and receive feedback regarding progress toward the learning target. Students monitor their own progress towards the learning objective through self-reflection and self-assessment.

The increasing diversity at Meadow Glens and the movement to globalization have prompted us to employ culturally responsive teaching practices. Both inside and outside of the classroom, we actively look for ways to connect students' personal cultural experiences as a foundation upon which to develop knowledge and skills. We seek opportunities to increase awareness of differences as a way of breaking down stereotypes and responding to our diverse population of students. By encouraging a growth mindset, providing a model for specific feedback focused on possibilities, and asking questions that invite comparisons with others' perspectives, we have created a culturally responsive learning environment.

Students are encouraged to employ the Habits of Mind when faced with academic and social problems and challenges in which answers are not immediately known. We want students to independently learn how to think flexibly and learn from another person's perspective. This encourages students to solve problems and behave intelligently when faced with a challenge. Our focus is on developing the skills, attitudes, and behaviors necessary to perform under conditions that demand strategic reasoning, insightfulness, perseverance, and creativity. Students reflect upon the use of these Habits of Mind and evaluate and modify for future applications with similar circumstances.

Social and Emotional standards are integrated into our curriculum and instruction. Teachers explicitly teach speaking and listening behaviors, model good discussion techniques, establish working agreements, and create student self-assessments to rate collaborative work, decision making skills and responsible behavior.

Lessons include appropriate cooperative learning and collaborative work with both individual and group accountability. In addition, teachers use the Nurtured Heart Approach with students by setting clear expectations and intentionally giving energy and recognition to students by maintaining focus on the positive. At Meadow Glens, we developed school-wide behavior expectations for students, S (safety), O (ownership), A (acceptance), R (respectful behavior), that have been tailored for all school settings and translated into student-friendly words. Students hold each other accountable for upholding the expectations. Student clubs develop a sense of civic pride, responsibility, perseverance, teamwork, and commitment through activities such as planting flowers in our park and visiting local nursing homes during the holidays.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

At Meadow Glens our reading and language arts curriculum is driven by the Common Core State Standards (CCSS). For reading instruction, teachers use Schoolwide Units of Study as the basis for guiding students toward mastery of standards. Each Schoolwide Unit offers five to seven mentor texts that teachers use in a series of lessons designed to grow student comprehension skills and strategies and to move students along in the progressions of meeting standards. Within a workshop format, teachers use information gained during individual student conferences and student discussions as formative assessments to determine instructional needs. Teachers then, plan further minilessons, guided reading groups, and strategy groups aimed at increasing student progress toward mastery of standards.

The CCSS Reading Foundational Standards serve as the basis of our word study program. Teachers in grades K-3 employ the Words Their Way program to help students meet these standards. Across a grade level, students are placed into developmentally appropriate groups to work on specific word analysis skills so that they can recognize and read grade-appropriate words. The cross-class groupings allow teachers to adjust instruction to meet students' diverse learning needs as they master phonics and word analysis skills. Our 4th and 5th grade teachers use Building Vocabulary to stretch our students' word analysis skills as they learn common Greek and Latin bases and affixes.

For writing, our curriculum resource is the Units of Study in Opinion, Information, and Narrative Writing written by curriculum developers from the Teachers College Reading and Writing Project. This resource was chosen because it is a workshop curriculum that closely aligns to the CCSS writing and language standards. Teachers first use the designed minilessons and then use daily feedback received during individual writing conferences to create other minilessons to meet student needs as they progress in their ability to write in one of the modes. Additionally, each unit offers students the opportunity to self-assess their writing progress along the way and teachers and children jointly set goals based on student self-assessment. Teachers and students then monitor progress toward the goals through on-going conferences and small group work.

In math we use the Math Expressions resource which is aligned to the CCSS. The lessons build toward students' development of conceptual knowledge, one of the instructional shifts found in the CCSS. Teachers and students monitor learning progress as students are asked to prove their understanding of the daily learning target. Based on information gained from formative assessments, teachers plan for small group instruction to further scaffold learning or to extend learning. At some grade levels teachers flexibly share students across the grade to better meet individual needs. Moreover, in order to meet the CCSS shifts of focus, deep understanding, and application teachers use problems that offer students opportunities to use their math knowledge in real word situations and grow in their use of math practices.

Our science curriculum is based on the Illinois Learning Standards for Science. Life science, physical science, and earth and space science units developed by Science Companion are the primary resource used to teach students to inquire about the world. Students actively construct knowledge through the inquiry process. They observe, question, investigate, problem solve, predict, evaluate, reflect, and communicate ideas. Most importantly, student learning is applied to their lives so that they can make sense of the world. All learners are considered as teachers offer more or less scaffolds as necessary. A recent change in our curriculum reflects STEM learning. Our 4th and 5th grade teachers use Mindstorm Legos. Students build robots and program them to do certain tasks in trial runs. Based on results, students need to problem solve and make adjustments.

Our social science curriculum is based on the Illinois Learning Standards for Social Science and units created by district teacher teams. The units center on major themes such as Power, Change, Relationships, and Movement and engage students in thinking about guiding questions. To find answers to the guiding questions, students listen to read alouds, watch videos, read texts, and engage in discussions. They demonstrate knowledge through creating products such PowerPoints, iMovies, posters, reports, etc. Teachers ensure all learners are successful through small group instruction to reteach or extend learning.

2. **Other Curriculum Areas:**

The music curriculum is driven by the Illinois Learning Standards for Fine Arts and the National Standards for Art Education. The curriculum in divided into four strands: creating, producing, responding and connecting. Within each strand, students learn about the elements of music which include rhythm, melody, tempo, dynamics, form, tone color, and texture. As they perform they use voice, movement, and instruments to progress in their understanding of the elements. In creating, they learn to improvise and compose music, first through simple letter patterns and symbols, and then through use of musical notation. By third grade students participate in a recorder unit where they grow in their use of musical notation and the musical elements. In fourth grade students use technology in responding to and creating music using the Garage Band program. Music class takes place twice a week for 30 minutes per class.

In fourth and fifth grade all students are offered an additional music opportunity when they can choose to play a string or wind instrument. These students continue their regular music class, and have an additional weekly 30-minute small group lesson with their instrument where they learn proper playing techniques and work on musical pieces. Students in band or orchestra also have a weekly 45-minute whole group class where they learn to be a member of large ensemble.

Art is another fine arts curricular area that allows all children to develop knowledge and skills in a specialized area. Like the music curriculum, the art curriculum is led by the Illinois Learning Standards for Fine Arts and the National Standards for Art Education. The curriculum separates into four artistic processes: creating, producing, responding, and connecting. As students advance through the curriculum they learn the art elements and use various media. When they learn about a particular media, they learn to use necessary tools and techniques while being encouraged to use creativity and originality. The art curriculum is a looping curriculum where each year, children build on what they learned the previous year with the elements and different media. For example, in primary grades as students work with 4-D media or time art, they may learn to use a drawing program or an app to apply elements of line, space, and color. In subsequent grades, students again produce 4-D art, but may use digital photography or animation techniques while still applying the art elements. Art class takes place once a week for 60 minutes.

All students participate in physical education class twice a week for 30 minutes and also participate daily in 15 minutes of physical activity outdoors. In the gym students learn that if you have your health, you have everything. The Physical Education curriculum is guided by the Illinois Learning Standards for Physical Development and Health. The curriculum contains three physical development areas: physical fitness, team-building, and health-enhancing activities. Activities in the area of physical fitness ensure students develop knowledge and skills related to cardiovascular endurance, flexibility, muscular strength, and muscular endurance. Similarly as students participate in team-building activities they develop social skills of cooperation, demonstrating respect, and self-awareness. As students participate in health-enhancing physical activities, they learn rules and procedures for various activities while learning specific movement necessary for the activity. Often, in a unit, the basic physical areas overlap. For example, students in grades 3-5 participate in a rock climbing unit. They use the climbing wall to learn climbing techniques and safety guidelines associated with climbing. Along the way, they grow in their muscular strength, endurance, and flexibility while working on social skills like self-awareness and cooperation.

The library media program is the last curricular area that includes all students. Our Library Resource Center (LRC) director follows the Illinois Standards-Aligned Instruction for Libraries which was recently revised to align to the CCSS. During the 30 minute per week class, the LRC director incorporates information literacy skills in lessons. These lessons are designed to teach skills and knowledge in accessing information, evaluating information, using information, appreciation of literature, and using electronic media safely and ethically. At times, the LRC director collaborates with teachers to integrate information literacy skills into a writing unit, a reading unit, or with a unit that has an aspect of inquiry included.

3. Instructional Methods and Interventions:

The workshop model is used in reading and writing. Workshop begins with minilessons; small periods of whole group instruction teaching skills that will move students along progressions toward mastering standards. Students then have stretches of time to read and write utilizing skills taught in minilessons. During this time, teachers confer individually with students to coach next steps or teachers instruct small groups to scaffold learning or to shift students toward next levels of understanding. Teachers continually monitor student progress through feedback they receive from conferences and small group instruction and adjust instruction along the way to meet individual student needs.

Literacy instruction in grades K-1 is supplemented by an additional 25 minutes of small group instruction, an intervention for all students. Our two reading specialists join with a classroom teacher and instructional assistant to offer small group instruction to approximately five to eight. Teachers target instruction centered on the reading standards, the foundational standards, and student progress toward those standards. Formative assessments guide teachers in knowing when to move students to other groups and what skills to reinforce, teach, and extend.

Differentiation occurs because teachers make use of formative assessments. In individual classrooms, it is common to see a teacher or an instructional assistant with a small group of students either providing opportunities for extending learning or providing scaffolds to support learning. In math teacher teams together analyze evidence of student learning and sometimes decide to have students regroup across the grade in order to better meet student needs. Other times, teams design learning opportunities that meet small groups' needs within the classroom.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Until the current school year, Illinois required that students in third through eighth grades take the Illinois Standards Achievement Test (ISAT) annually in reading and math, to measure student achievement. The performance levels on the assessment are designated as follows: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. Our school and district consistently score well above the state average on the standardized assessments. On average, over 90% of Meadow Glens students fall within the Meets and Exceeds Standards category and on average over 40% of students score within the Exceeds Standards category.

In 2012, 96% of our students performed at Meet/Exceeds overall on ISAT. Several changes to ISAT were made for the 2013 testing year with the purpose of increasing rigor to be in alignment with the upcoming Common Core assessment. The first change was a raise in cut scores for the four levels of performance. In addition, twenty percent of both reading and math questions aligned to Common Core and were included as part of students' scores/results. This change in the ISAT performance expectations resulted in school districts throughout the state seeing a decline in students' performance as compared to previous years. Although we saw a decline, our Meets/Exceeds percentages were still well above the state. 88% of Meadow Glens students achieved a Meets/Exceeds range score compared to 59% at the State level.

Despite the increased performance expectations for ISAT, the overall ISAT performance for the 2014 testing year showed that 93% of our students performed at the Meets and Exceeds Standards category which was an improvement from 88% of students from the 2013 testing year. Because we only have two subgroups reported on ISAT, we disaggregated the data to determine which unidentified subgroups were in need of additional instructional support which would help them meet expectations on ISAT.

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

Our fundamental goal of maximizing learning for all students is grounded in the continuous improvement model and is designed to promote shared responsibility for student achievement. Communication regarding student achievement and progress is shared at a Board of Education Meeting, conferences, report cards, newsletters, and the school webpage. Parents are informed of how to read the assessments and the intended use at school. Our building leadership team looks at student ISAT data to identify achievement gaps, trends, and overall reading and math needs. In addition, all decision making groups look at local assessments three times a year to help guide instruction and identify students that may be performing above or below grade level expectations and implement a strategic plan for responding to their specific needs. Our response plan starts with good first teaching in the classroom. For example, in reading, all classroom teachers administer Words Their Way, Fountas & Pinnell, and grade level specific assessments for diagnostic information. Students are grouped for reading and word study according to performance and strategy need and differentiated instruction is planned at the level indicated by the diagnostic assessments. Benchmark levels are set for established checkpoints throughout the year. For the small population of students that fall below established benchmark, parents are notified of the specific classroom concerns and a response plan with classroom intervention(s) and eligibility for supplemental support is determined with input from the teacher, specialists, parents and student if appropriate. The classroom teacher documents student progress and if, with the interventions, the student's performance still falls below established benchmarks a formal problem solving plan is created. The classroom teacher comes prepared to describe a student's performance using records of oral reading, reading/writing conference notes, checklists, student work, formative/summative assessments, and any proven accommodations to streamline the problem solving team's next steps.

Part VI School Support

1. School Climate/Culture

From the moment you walk in the front door of Meadow Glens Elementary School you are aware of the focus on and celebration of student learning and the pride we take in our school. The floors are gleaming, an eagle mural created by all students hangs in the lobby, a video displaying students' collaborative work is playing and the teachers are meeting in the hallway discussing and sharing best practices and successful lessons. As you continue walking through the front lobby to the main office, you hear the office staff welcoming students by saying, "Good Morning! We are so happy you are at school today. Make it a great day!" Two students walking towards their classroom are talking about the innovative idea they are creating to present to the "Shark Tank", a school club. Several parents and retired community members are signing in to volunteer their help in classrooms and throughout the school. If you peek into the office, you hear the principal encouraging two teachers to experiment with a new approach and to share their discoveries with their colleagues. Right next to the principal's door is a sign that reads, "Choose to see the possibilities". There are many aspects that define the culture at Meadow Glens, but this mindset reflects the conversations and work of the school.

As teachers focus on engaging students in purposeful learning, they look for opportunities for students to solve problems together and use their different perspectives to understand and develop effective strategies. Help, support, trust, openness, collective reflection and value are at the heart of the collaborative school culture for students and staff at Meadow Glens. Collaborative thinking is at the core of instructional planning for students; through collaborative inquiry, students become aware of different perspectives and learn from each other as much as they do from other sources. Discussions among students challenge their preconceived ideas, biases, and prejudice while promoting social, emotional, and moral development. Classrooms offer opportunities for students to recognize greatness in each other as evidenced by compliment jars and bulletin boards that showcase children's positive attributes as noted by their peers. New student tours, social gatherings, peer and parent partnerships, and recently revised school mission and vision statements welcome children and their families and encourage their active involvement in the Meadow Glens community. Our vision statement, "Preparing All Students for Success", reflects the common values of all stakeholders.

2. Engaging Families and Community

Three specific partnerships established at Meadow Glens help to support student success and school improvement: School Family Community Partnership (SFCP), Home & School, and HURRAH. The School Family Community Partnership is an organization composed of staff and parent volunteers working together to provide activities for students, families and community members for the purpose of enriching the students' experiences and supporting the school improvement plan. Most recently this partnership organized our first-ever event dedicated to science, technology, engineering and math (STEM). The event included approximately 30 participants including but not limited to; Exelon, Alcatel-Lucent, Society of Women Engineers, NNHS Huskies Robotics Team, First Lego League and Motorola. A finale, "Mr. Freeze Cryo Show", was provided by Fermi lab. For the past several years, SFCP has planned and organized a reading incentive program sponsored by the Kane County Cougars. In addition, SFCP has compiled two TIP Sheets to answer commonly asked questions and inform parents and students of opportunities for involvement. Parent buddies have been established to support and connect new families with others in the school. Our Home & School partnership enhances the school experience of our students by volunteering time and sponsorships resulting in assemblies, field trips and resources in support of the ever-changing needs of our diverse student population. HURRAH [Happy, Upbeat Retirees (and other) Residents Actively Helping] is the acronym used for the retirees that serve as tutors, mentors, readers and partners in supporting the success of ALL of our students. The HURRAH volunteers at Meadow Glens have previously acquired skills and experiences that lend real-world substance to our classrooms.

School administrators coordinate communication with both internal and external stakeholders to highlight the positive, forward-looking, and enriching work happening at Meadow Glens. Local Veterans and their

families are invited to a special recognition ceremony on Veterans Day. Students learn the history of the day, the significance of TAPS, and get a first-hand look at the men and women in our community who have served in the armed forces. Meadow Glens administrators work closely with several local colleges and universities. Meadow Glens provides future educators with a school setting in which they observe high quality instruction. College students are mentored by teachers who have a genuine interest in helping to create the next generation of educators and who take all potential opportunities to expose Meadow Glens students to the most up- to-date instructional strategies.

3. Professional Development

At Meadow Glens we have worked together to create a learning network that supports students, staff, and parents by combining the efforts to improve student learning with the District Strategic Focus, the school improvement plan, and a comprehensive system of practice that supports the success of all learners. This comprehensive system of practice synchronizes and deliberately aligns our rigorous district curriculum developed from the Common Core Standards, common assessments, high-quality instruction, multi-level systems of support, and continuous and embedded professional learning

Before the beginning of a new school year, our building leadership team determines the professional learning goals, tasks, and commitments for the upcoming school year. The professional learning supports the school improvement plan and increase continuity of practices, resources and responsibility for closing the achievement gap. We commit to providing opportunities for staff to engage in professional study, reflection, collective problem-solving and meaningful learning.

Naperville 203 and Meadow Glens are committed to a systematic approach to professional learning by providing training, self-paced tools, job-embedded learning, and application focused on school improvement. As we roll out new curriculum and approaches to instruction, professional learning is provided to attain the necessary knowledge for implementation. Teachers attend professional conferences and district professional development sessions to deepen their knowledge base to employ instructional frameworks such as writing workshop, reading workshop, and developmental word study. Teachers can engage in self-directed and self-paced learning through online tutorials, books, videos, webinars, and journals. Professional Learning Communities, action research, coaching, learning walks, peer observations, video discussions, and lesson study support on-going and collaborative learning environments.

A comprehensive system of support and professional learning, tailored to meet the needs of new educators, is provided to prepare new teachers for success with the ultimate goal of increasing student learning. Mentors coach new teachers on best practices, curriculum, standards, and assessments that align to school and district goals.

To build capacity for sustained quality professional learning, blocks of shared time to plan with colleagues were provided by building leadership. Allocations within the budget were set aside to purchase professional books, guest presenters, workshops, and conferences. A full-time instructional coach partners with teachers and teams to provide job-embedded and ongoing professional learning. The ultimate goal in designing professional learning at Meadow Glens is for teachers and administrators to become keen observers, informed practitioners, and responsive advocates for all students.

4. School Leadership

The leadership structure at Meadow Glens is grounded in continuous improvement of classroom teaching and improved student learning within the context of whole-school improvement. The improvement of teaching and learning within every classroom comes from many individuals and groups who take on leadership roles to support numerous initiatives and tasks at Meadow Glens. Our school improvement plan identifies the decision-making groups within our school as the Building Leadership Team, Principal Advisory Committee, Child Service Team, Problem Solving Team, Professional Learning Communities, and Co-teaching partnerships. In addition, Home & School and SFCP are an integral part of school leadership that help to align outside resources, programs and activities with the overall school improvement

plan. Leadership at Meadow Glens goes far beyond administrators and those in formal positions of leadership. Parents, students, community members, teachers and principals all take on leadership roles and are essential in building and sustaining success for all students.

At Meadow Glens, we acknowledge that any success we have had as a school does not belong to a single person, but to the collective efforts of many individuals and groups. Our Building Leadership Team thoughtfully interconnects the separate components supporting student learning into prioritized goals and tasks. Decision-making groups synchronize the use of data to inform decisions about school improvement and professional development needs. The success of grade level Professional Learning Communities and co-teaching partnerships is, in part, due to building capacity and ownership through cumulative learning. Their focus is aligned to utilizing data, using common assessment criteria, and improving student achievement. The PLC members hold one another accountable for discussions with a depth of discourse that focuses each other on student work and growth for each individual student.

The entire school community is committed to improved student learning and holds one another mutually accountable for the success of all students. In fact, students set measurable learning goals for improved achievement and take ownership in reflecting and creating a well-defined plan for reaching their goals. Parents work together with the school to lead activities and events that enrich the students' school experiences and support the school improvement plan. The informal leaders at Meadow Glens are encouraged to act as coaches and mentors, observe classrooms to provide feedback on instruction, and support implementation of best practices. The principal and assistant principal seeks to empower the leadership potential of all stakeholders, especially teachers.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 3	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	83	100	97	99	99
Exceeds Standard	27	78	75	73	71
Number of students tested	77	66	90	79	82
Percent of total students tested	100	94	97	95	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	1	0	1
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	94	100	100	100	100
Exceeds Standard	50	90	100	93	95

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	16	20	14	17	16
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	84	100	97	98	98
Exceeds Standard	24	77	75	68	64
Number of students tested	50	39	63	54	37
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: According to the Illinois Standards of Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, special education, English language learner, and ethnic groups other than Asian and White are not available.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 4	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	96	96	94	99	96
Exceeds Standard	36	55	48	44	50
Number of students tested	70	92	81	80	103
Percent of total students tested	100	96	95	99	91
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	1	2
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			60		
Exceeds Standard			10		
Number of students tested			10		
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	96	100	94	100	100
Exceeds Standard	54	80	77	88	95
Number of students tested	24	15	17	15	21
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	95	95	93	98	95
Exceeds Standard	26	52	40	34	53
Number of students tested	42	63	56	56	70
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: According to the Illinois Standards of Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, English language learner, and ethnic groups other than Asian and White are not available.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 5	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	88	92	99	94	100
Exceeds Standard	24	43	51	42	41
Number of students tested	89	75	81	105	89
Percent of total students tested	99	96	99	94	90
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	2	0
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	40				
Exceeds Standard	0				
Number of students tested	10				
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	100	93	100	91	100
Exceeds Standard	54	64	78	70	57
Number of students tested	13	14	16	22	20
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	88	91	95	98	100
Exceeds Standard	19	35	52	38	32
Number of students tested	64	54	57	71	60
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: According to the Illinois Standards of Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, English language learner, and ethnic groups other than Asian and White are not available.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 3	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	84	100	94	90	94
Exceeds Standard	55	64	49	55	48
Number of students tested	77	65	90	79	82
Percent of total students tested	100	96	97	95	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	1	0	1
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	94	100	100	100	100
Exceeds Standard	75	65	64	80	74
Number of students tested	16	20	14	17	16
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	84	100	97	87	92
Exceeds Standard	50	67	49	50	44
Number of students tested	50	39	63	54	57
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: According to the Illinois State Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, special education, English language learners, and ethnic groups other than Asian and White are not available.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 4	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	96	93	94	96	95
Exceeds Standard	41	53	58	58	53
Number of students tested	70	92	81	80	103
Percent of total students tested	100	96	95	99	91
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	1	2
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			50		
Exceeds Standard			20		
Number of students tested			10		
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	100	100	94	100	96
Exceeds Standard	54	67	82	82	73
Number of students tested	24	15	17	15	21
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	95	92	93	95	96
Exceeds Standard	43	36	54	51	51
Number of students tested	42	63	56	56	70
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: According to the Illinois State Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, English language learner, and ethnic groups other than Asian and White are not available.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Illinois Standards of Achievement Tests
All Students Tested/Grade: 5	Edition/Publication Year: 2013
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	85	95	96	96	98
Exceeds Standard	37	46	57	68	65
Number of students tested	89	75	82	107	89
Percent of total students tested	99	96	100	96	90
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	2	0
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	40				
Exceeds Standard	0				
Number of students tested	10				
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	92	93	100	91	95
Exceeds Standard	54	71	78	83	65
Number of students tested	13	14	16	22	20
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	87	94	95	98	99
Exceeds Standard	37	40	52	68	64
Number of students tested	64	54	57	71	60
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: According to the Illinois State Achievement Test, subgroups with fewer than 45 students are not reported; therefore, data for free and reduced, English language learners, and ethnic groups other than Asian and White are not available.