

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mary Bhardwaj

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

Official School Name Tripp Elementary School

(As it should appear in the official records)

School Mailing Address 850 Highland Grove Drive

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

City Buffalo Grove State IL Zip Code+4 (9 digits total) 60089-1549

County Lake County

Telephone (847) 955-3600 Fax (847) 215-3268

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

Facebook Page https://www.facebook.com/district102 Google+ _____
Twitter Handle https://twitter.com/D102Tripp

YouTube/URL https://www.youtube.com/playlist?list=PL7b5zOmS0Hufmfee_DrdLdx4v-kellvsN Other Social Media Link _____
Blog _____

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

_____ Date _____

(Principal's Signature)

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

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

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

_____ Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Ellyn Ross
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	66	44	110
1	72	64	136
2	60	66	126
3	83	69	152
4	56	48	104
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	337	291	628

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 42 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 18%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	73
(3) Total of all transferred students [sum of rows (1) and (2)]	110
(4) Total number of students in the school as of October 1, 2014	628
(5) Total transferred students in row (3) divided by total students in row (4)	0.175
(6) Amount in row (5) multiplied by 100	18

6. English Language Learners (ELL) in the school: 38 %
240 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Arabic, Armenian, Bengali, Bosnian, Bulgarian, Cantonese (Chinese), Croatian, Estonian, Gujarati, Hebrew, Hindi, Indonesian, Japanese, Kannada (Kanarese), Konkani, Korean, Lithuanian, Macedonian, Malayalam, Mandarin (Chinese), Marathi, Mongolian, Oriya, Punjabi (Punjabi), Polish, Romanian, Russian, Serbian, Shanghai (Chinese), Sindhi, Somali, Spanish, Tamil, Telugu (Telugu), Ukrainian, Urdu, Vietnamese.

7. Students eligible for free/reduced-priced meals: 9 %
Total number students who qualify: 55
8. Students receiving special education services: 8 %
51 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

15. In a couple of sentences, provide the school's mission or vision statement.

Prepare every student to thrive in a global society through personalized learning experiences that are challenging and designed to promote academic, social and emotional growth.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Built in 1980, Tripp School is one of four schools serving Aptakisic-Tripp CCSD 102 (D102) located southern Lake County, Illinois. Tripp is a neighborhood school comprised of many cultures and languages. Tripp serves 628 students, kindergarten through fourth grade, with a wide range of programming including performing arts and the integration of modern technology. The Tripp community is rich in linguistic and cultural diversity with approximately 64% of households reporting over 39 languages spoken at home. 38% of Tripp students qualify for English Language support. Tripp supports its students and families with caring teachers and administrators who continually reinvent themselves professionally to best serve the needs presented by increasing diversity and enrollment.

Tripp School is committed to preparing its learners to thrive in a global community where rapid and unprecedented change is a certainty. Preparing students for this reality requires more than content mastery across core disciplines. Preparing students for an unknown future drives Tripp's leaders and teachers to take risks, fail forward, innovate, create, and embrace the increasing diversity as an opportunity to develop global citizens in the heart of Buffalo Grove, Illinois.

The celebration of diversity a visitor finds upon entering Tripp School is obvious. As the door opens, one is greeted by the word, 'hello' written in multiple languages around the entrance of the front hallway. Tripp School embraces the cultures from which its students originate and the global perspectives they offer. Tripp School provides its students and families that "home away from home" experience - whether enrolled for a semester or for all five years.

Before students even begin their experience as kindergarteners, new families are welcomed through the annual Kindergarten Round Up event held each spring. Students visit all areas of the school while parents learn more about the programs and learning opportunities that exist for their future Tripp Tiger. In August, all families are welcomed at the "Meet and Greet" event that gives students the opportunity to meet their classroom teacher before the school year begins. These relationships forged at the beginning of the Tripp experience continue throughout their years of enrollment and promote continued success.

Tripp students are expected to demonstrate safe, respectful and responsible behavior in all interactions and activities. Students demonstrate these expectations at school and community events, as they walk the halls, gather in the cafeteria and while on the playground. Classrooms receive "Super T" acknowledgements for making positive behavioral choices and are recognized weekly for their success.

Events and activities held throughout the year illustrate the unique aspects of the Tripp community and learning opportunities afforded all students. Tripp School participates annually in a student exchange program with the Japanese Futabakai School in Arlington Heights, Illinois. This program promotes global citizenship as students learn about the Japanese culture and educational system through personal interactions and experiences. Tripp School promotes family literacy through family reading nights and a series of book club nights for all families to attend. Reading nights have taken on an international flair as students and parents read selected stories in multiple languages. All book club nights and Tripp School library's reading selections reflect the diversity of the Tripp School community.

The use of technology across all classrooms has made learning accessible, attainable and visible to all. Students and staff select the most appropriate digital tools to meet learning needs. Every classroom is equipped with desktop and laptop computers, iPads, ChromeBooks, interactive whiteboards and document cameras allowing learners to research, collaborate, and develop learning resources and artifacts. Technology amplifies learning experiences through connection to global audiences, resources and limitless opportunities for collaboration. Students are active participants in "maker spaces" and code clubs, Project Lead the Way (PLTW) and serve as presenters at the annual Students Involved with Technology (SIT) conference.

Tripp School celebrates its students and their achievements throughout the year culminating in a year-end assembly. At this event, Tripp School honors staff, bids farewell to outgoing fourth graders, and says

“goodbye” to another year spent together. Tripp students and teachers sing the school song, “Tripp School is the Place to Be” one last time before they leave for the summer.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Common Core State Standards (CCSS) are incorporated in all academic curricular areas to promote student growth and achievement at each grade level. Science and STEM curricula are aligned with Next Generation Science Standards (NGSS) and integrated across content areas (especially informational text, measurement and calculation). Teachers have embraced these standards and made them understandable and attainable for students through the creation of daily learning objectives (posted in all classrooms as “I can statements”) providing consistent opportunities for personal reflection.

To prepare Tripp students to thrive in a global society, all curricular areas embed opportunities for students to develop “success skills” of critical thinking, communication, creative problem solving and collaboration. Teachers integrate speaking and listening skills in all subjects using locally developed rubrics to assess student growth in these skill areas.

The Kindergarten through fourth grade English Language Arts curriculum ensures every student learns to use language effectively as a tool for communicating and as an instrument for thinking and learning. Considering the unique diversity of Tripp students (with 38% identified as Limited English Proficient (LEP) students) special consideration is given to understanding each student’s individual readiness level, English language proficiency level and native language foundation.

Reading instruction focuses on literature, informational text, and foundational skills, while language instruction emphasizes writing, speaking, and listening. Students in all grade levels engage in guided reading with independently leveled texts to build academic vocabulary and conceptual understanding across multiple content areas. Close reading strategies are employed across all classrooms to build students’ critical thinking skills and their ability to frame powerful questions to construct meaning. Students write for a variety of purposes using traditional and digital tools to expand the impact and influence of their ideas. Student progress toward mastery of learning standards is achieved through teacher and student conversation and reflection upon growth.

The Math curriculum was designed and aligned with CCSS-Math over two years of planning and articulation. K-4 mathematics instruction is focused on operations and algebraic thinking, numbers and operations in base ten, geometry, measurement and data, and mathematical practices. These practices include math exchanges, number talks, and guided math groups where teachers observe and conference with groups of students for the purpose of understanding mathematical reasoning, clarifying approaches taken and monitoring progress toward learning standards. These practices reinforce the notion that there are multiple pathways to finding an answer to a given problem and that one’s reasoning for applying selected strategies is a critical part of the learning process.

The focus of Social Studies is to provide students opportunities to understand and develop their roles and responsibilities as global citizens. This is accomplished through experiential learning, visual discoveries, reflection, writing, and response groups. Students learn the principles and relationships of the social sciences including political science, economics, history, and geography through activities that are engaging and aligned to the Illinois State Standards. The knowledge and understanding gained is applied to evaluate differing perspectives on historical, political, geographic, or social issues. To make this learning real, all Tripp students are engaged in the pursuit of a driving question, “How might we make Tripp Elementary School an even better place for children and adults?” Through this multi-age, project-based learning experience, students and teachers collaborate to apply concepts learned in an authentic context.

In Science, Tripp students are engaged in hands-on activities designed to foster a better understanding of the impact of science concepts, processes, and connections to their lives. Students develop and apply processes of scientific inquiry to question and propose solutions to current and future challenges. The Next Generation Science Standards are the basis for all K-4 science units. Teachers and administrators teamed to develop the scope and sequence that is aligned to the K-4 Next Generation Science Standards (NGSS). Each grade level

focused on embedding the Cross Cutting Concepts (CCC) and Science and Engineering Practices (SEP) with the Disciplinary Core Ideas (DCI) as they developed three units at each grade level to ensure that students gain a solid understanding of what it means to be a scientist. Students also experience the NGSS Engineering and Technology performance expectations through Project Lead The Way (PLTW) Launch modules introduced in 2015.

2. Other Curriculum Areas:

Tripp students develop a great appreciation for the performing arts, STEM and physical education programs through active participation in learning environments. The fine arts are an essential and integral part of the core curriculum. While D102 Fine Arts learning targets are in the process of being aligned with the National Core Arts Standards, Tripp students continue to experience the joy of creation with visual arts and musical performances. Teachers and parents partner to provide authentic fine arts experiences that challenge, nurture, and develop the whole child.

Tripp students participate in weekly music lessons at all grade levels. Music includes singing, playing instruments, listening, note reading, and movement. Musical performances allow student collaboration and often combine two grade levels. When students leave Tripp School, they are prepared to expand their studies with Band, Orchestra and Chorus ensembles beginning in fifth grade at Meridian Middle School. This year's beginning band had 95 members arriving from fourth grade. This set a record and is the result of an outstanding elementary music program. In recognition of its dedication to Music education, D102 was awarded the National Association of Music Merchants (NAMM) Best Communities for Music Education Award in 2015.

Art classes in first through fourth grades balance art production with concepts of design, appreciation, and art history by studying master works from around the world. Each year student works of art are framed and displayed in the District Office. Students are invited to present their master works to the Board of Education where they are recognized for outstanding creativity and production. Teacher and parent collaboration in the visual arts provides a positive model for successful teamwork. The Tripp PTO facilitates the Art-In-Action program that provides additional opportunities for students to study artistic masterworks across cultures.

Tripp students develop and apply Science, Technology, Engineering, and Mathematics skills (STEM) in a variety of ways. In 2015, Tripp School introduced Project Lead The Way's (PLTW) Launch modules at third and fourth grade. Two teachers pursued training to become certified PLTW Launch Lead teachers and have brought this new approach to design thinking and problem solving to every third and fourth grade class. Students who had not previously been observed exhibiting leadership skills suddenly rose to the challenge as divergent thinking and problem solving became requisite skills to accomplish team challenges. PLTW Launch will be expanded to all grade levels in the 2016-2017 school year. In addition to PLTW, Tripp students also participate in a variety of STEM related activities through lunchtime and after school activities. Code clubs, maker-space activities and robotics clubs are filled with students who have discovered their passion and interest in these areas.

Technology is integrated into the curriculum at every grade level and is used to amplify authentic, engaged learning for all students. All classrooms have high-speed Internet access and are equipped with interactive whiteboards, document cameras, desktop computers and mobile devices. Every fourth grader is provided an iPad and a Schoology learning management system (LMS) account to collaborate with peers on shared projects. Through this authentic use of modern tools, Tripp school develops technologically literate digital citizens who model the ethical use of technology and a passion for learning without limits. Students develop skills related to personal productivity, creativity, critical thinking, and collaboration with modern technology and receive instruction on Internet Safety and Digital Citizenship aligned with the National Education Technology Standards.

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

3. Instructional Methods and Interventions:

Instructional methods and teaching strategies are differentiated to meet the needs of students at all levels. Data are collected and analyzed by teachers to determine progress and next steps across subject areas. As students learn through a balanced literacy approach, teachers monitor individual performance through small group and individual instruction to determine appropriate interventions for developing skills in literature, informational text, and foundational skills. Word study and close reading are used in all classrooms which requires students to engage in the analysis of a text to better understand the author's meaning, style, and techniques employed. Phonemic awareness is emphasized daily in kindergarten and first grade to help all students hear, identify, and manipulate individual sounds in spoken words. In grades K-4, guided reading instruction is delivered in small group settings across content areas. Students learn to process increasingly more challenging text resulting in improved understanding and fluency.

Student writing is used to monitor progress and scaffold support toward mastery of learning targets. Teachers devote significant time and effort to writing interventions through a weekly writing model that incorporates writing binders showing growth over time in student writing samples. Enrichment, mainstream and EL programs emphasize student writing as a key intervention that promotes reflection on learning and growth.

Teachers also incorporate writing strategies into mathematics instruction making mathematical reasoning and metacognitive processes visible. Additionally, flexible approaches including guided groups, centers, and math exchanges are used to meet the needs of all students. Enrichment activities are also introduced through tasks and projects to address mathematical practice standards.

The Gifted and Talented Education (GTE) program serves high ability readers and writers in grades 1-4. The goal of GTE is to further develop and extend students' reading and writing abilities through the English Language Arts curriculum. GTE teachers provide weekly lessons in reading and writing. Students in third and fourth grade who qualify will receive enrichment activities in reading and writing two times per week with a GTE specialist outside of the English Language Arts period.

Project Based Learning (PBL) provides all students opportunities to engage in sustained inquiry, reflection, critique and revision as they pursue challenging problems or questions. Students develop essential skills of collaboration, creative problem solving, critical thinking and communication by applying them in the context of authentic projects. They also learn to embrace failure as an essential component in the process of learning through iteration and continuous improvement.

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

Tripp School collects and analyzes data from multiple sources to guide instruction, monitor student progress, and evaluate school performance. Student growth is measured systematically through formative, summative and standardized assessments. Assessment data are used to guide instruction and measure student growth.

Building teams analyze achievement data and 5Essentials Survey results regularly to determine areas for student growth, evaluate school programs and services, and create professional development plans to improve instruction. When concerns are detected regarding a child's development, Tier One interventions are added at the classroom level. These decisions are made collaboratively at grade-level team meetings.

Teams analyzed student achievement data from the 2015 Partnership for Assessment for Readiness for College and Careers (PARCC) assessment (designated for benchmarking purposes only in Illinois). Also analyzed were results from the Fountas and Pinnell Benchmark Assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Pearson's Academic Improvement Measurement System (AIMSweb). Teachers and administrators reviewed WIDA ACCESS for ELLs data to assess EL student growth toward English proficiency. The 2015 PARCC data are also being used to establish benchmarks for comparison with the 2016 assessment results.

Special Education students receive an additional thirty-minute intervention block in the academic areas where additional support in ELA and Math is needed. EL students requiring additional support receive up to ninety-minutes of center time to support development of academic language and oral fluency. In addition, a literacy coach provides support and strategy suggestions for Special Education and EL staff to strengthen student achievement in the ELA curriculum.

The Future Planning process unites the community to provide feedback and to confront “brutal facts” in order to establish goals to advance learning opportunities and experiences for all students. Full day kindergarten emerged from this process and has already started to reveal positive results. Student growth from Fall to Winter on Fountas and Pinnell Benchmark Assessments indicate that full day kindergarten has contributed to an increase in student growth in Reading.

Each trimester, student progress is communicated with parents through report cards containing achievement results, narrative comments and progress updates from interventionists. MAP reports are distributed after each administration. Teachers contact parents directly to share updates on classroom performance via email and telephone. Parent/Teacher conferences are scheduled twice each year for all parents and more frequently for students more closely monitored. The District Annual Report is shared with the entire community and provides an overview of student achievement data and school performance.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture and climate of Tripp School recognizes its diversity as a gift celebrated across all parts of the school community. The beautiful thing about having so much diversity is that everybody is unique, yet connected. Students arrive each day and are greeted with smiles and “hi-fives” from caring staff. Teachers embrace all learners as individuals and support their social, emotional and academic progress through personal contact, positive encouragement and personal attention to individual needs.

The Tripp community supports its school fully and provides resources to ensure the growth of all learners. Tripp School is responsive to the needs of its changing community and engages parents and students in learning not only academic subjects, but also ways to connect with the greater community through family-oriented events. Traditions like the “Welcome Back Assembly” and “End of Year Celebration” mark the passage of time from Kindergarten to fourth grade and provide some of the most personal and engaging student memories. Throughout the year, teachers maintain a focus on continuous improvement where students participate in goal setting with teachers aligned with learning standards and social-emotional expectations. Students appreciate how much they are loved, cared for and supported by their teachers at Tripp School.

Teachers meet regularly in teams to design entry events and plan units that will engage all learners. Teams often meet before and after school to address student needs and how the team will respond. The teachers know that they have the full support of the D102 learning community. Years ago the community passed a referendum guaranteeing that teachers would be compensated well so they did not have to seek jobs elsewhere to earn more money. The collective bargaining agreement was recently negotiated and ratified ensuring a teacher contract is in place through the 2019 school year.

Tripp School is a place where all teachers are valued and supported not only in their roles as teachers, but also as members of the Tripp family. Teachers go above and beyond the call of duty to support their students and each other. On one occasion, three teachers applied to be cross-matched to donate a kidney to a student in need. More recently, staff and students celebrated the 10-year anniversary of “Sara’s Corner” an open reading area created in Tripp School’s library through community support and donations to commemorate the life of a Tripp second grader who loved to read.

2. Engaging Families and Community:

Student success is rooted in partnerships between school, family, community and institutions of higher education. Tripp School provides many opportunities for communication and collaboration to support this partnership. “Meet & Greet” and Open House events are held in the fall to welcome families, familiarize them with the school and staff, and share how students’ academic and social-emotional growth will be developed over the course of the school year. Tripp families and teachers regularly attend PTO sponsored events like the D102 Challenge Family Run, BASIC PSA Contest, McTeacher Night, BINGO event and the Spring Book Fair. Each of these events is attended by hundreds of D102 families.

Parents and community members serve as classroom volunteers, “mystery readers,” and Art-in-Action leaders. They support events such as Field Day and Family Reading Night. The 2016 Family Reading Night showcased Tripp’s diversity as parents and students read stories together in different languages and discussed the social interpretations of these stories. The Bilingual Parent Advisory Committee (BPAC) and PTO worked collaboratively to establish Cultural Connections leaders who made this event possible.

Tripp’s Student Council initiated a school-wide food drive to support needy families over the holidays. They also collected hot chocolate and socks to warm the hearts and toes of those in need. Even kindergarteners participated in service-learning projects this year by donating toothpaste to a local shelter. Tripp students and staff also participate in the annual Holiday Stars drive. Tripp students’ participation in Jump Rope for Heart last year raised over \$12,000 for the American Heart Association.

Tripp School maintains long-standing relationships with the Buffalo Grove Park District, Vernon Area Public Library and Futabakai Chicago Japanese School that provides a unique experience shared by the students and teachers at both schools. The exchange programs allow for the pairing of one 3rd grade classroom in each school to establish communication through pen pal letters, school visits, cultural exchange, and immersion into the customs and academic experiences that each school offers. Many Tripp students and staff attended the school's Futaba Day in January, 2016 to support this collaboration and the Japanese community.

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

3. Professional Development:

Tripp School embeds ongoing professional development for teachers and administrators year round. Staff members seize opportunities to strengthen their skills through local, state and national professional development events. Collaboration between the Division of Teaching and Learning and building leaders is an integral component of the professional development plan that is afforded to all staff. With this in mind, Tripp School is working continuously to improve student achievement with its high percentage of EL students by integrating proven ESL strategies across all learning environments.

Teachers collaborate as professional learning communities at least two times per week, exploring ways to improve achievement through analysis of student data, common assessments, and academic, social, and emotional needs of students. They generate new ideas and co-plan strategies for student engagement and growth. Administrators, specialists, the learning coach, and support staff are all involved in these meetings throughout each trimester. This practice results in a student-focused atmosphere committed to high student achievement with an emphasis on serving the needs of the whole child.

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

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

Tripp teachers facilitate workshops and other learning opportunities for their colleagues and for neighboring districts. They also provide "Fire Hose" sessions (which deliver large amounts of information in highly energized settings) and serve on panels during Institute Days. Tripp teachers have also presented at local and state technology and bilingual conferences to share freely with the wider educational community.

4. School Leadership:

Shared leadership begins with the principal and extends throughout the school. The principal has an inclusive, team-oriented approach that creates avenues for staff to provide input on policies and decisions affecting the school. She leads and facilitates Instructional Leadership Team (ILT) meetings, building

committee meetings and faculty meetings. In addition, the principal participates in grade-level team meetings, is visible to students, and has demonstrated a clear commitment to student achievement.

Building level committees are an important component of Tripp's shared leadership model. All staff members serve on one or more building level committees and attend monthly meetings where relevant information is shared and feedback is encouraged. Each committee determines clear roles and responsibilities for its members. Each committee is made up of representatives from every team. Tripp's Instructional Leadership Team (ILT) was created to foster a shared sense of purpose and direction between all staff members. Members of the culture club lead the effort to maintain a positive atmosphere by planning special events designed to inspire their colleagues throughout the school year. Coordinators oversee the building procedures and communications regarding building wide schedule changes and other systemic issues. These committees are vital components of Tripp's shared leadership model.

The principal meets with teachers and teams to address daily challenges, determine steps to increase student achievement and to build individual teacher's capacity for teaching. The principal believes in and supports the power of each teacher's influence and expertise. Each teacher's skills, perspectives and opinions are honored and respected. This serves as a model expectation for teachers as they interact with each other.

Tripp School is committed to creating the conditions of success for all students. When faced with a concern, teachers are able to problem solve with the Collaborate, Achieve, Succeed (CAS) team. This group meets regularly to discuss the school wide interventions provided while examining student academic and social emotional growth and achievement.

Tripp School strives to support all new staff through D102's teacher mentoring program. This program recognizes the importance of providing support to teachers new to the profession and D102. Veteran staff members serve as mentors to their colleagues, acclimating them to the school culture and climate while also supporting their understanding of the curriculum and instructional practices. This state approved program illustrates the collective commitment to all staff improving, growing and learning with and from each other.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Tripp Elementary School designs classrooms to be rich hubs of student collaboration, exploration and inquiry. As learning hubs, they are the ideal place for all learners to develop and apply life and learning skills. Through projects, hands-on science and STEM activities, all students collaborate and communicate to exchange ideas, claims and supporting evidence. All classrooms focus activity on rigorous learning standards and serve as print rich environments to support language development. All classrooms provide visual modeling to reinforce concepts traditionally and through the use of interactive whiteboards installed throughout the school.

With nearly 40% of Tripp students qualifying for EL support, the school and district made a commitment to investigate ways to maximize learning opportunities and support for ELs in all areas of the school, especially the classroom learning environments. In order to provide ELs continuous access to the culture and activity of the classroom, a new instructional design was needed where the classroom teacher could differentiate language instruction and integrate specific EL strategies such as Total Physical Response (TPR) and Sheltered Instruction Observation Protocol (SIOP) in regular classroom environment. The transformation to this new instructional design is in progress, but already showing signs of success.

To begin the transition to this new instructional design, all teachers were encouraged to pursue graduate coursework leading to bilingual and/or ESL endorsements. New hires are screened for these credentials. Through partnerships with local universities, many teachers have already earned ESL endorsements through district cohorts. EL students who are placed in classes with ESL endorsed teachers can also receive native language support from bilingual teachers who “push in” to provide native language support (or “pull out” for native language instruction during “center time” as needed). A variety of technological resources (including iPads and ChromeBooks) are also employed to support English development and enhance students’ ability to communicate in written and spoken English. This design is also maximizing the impact of “center time” while allowing students greater access to use their spoken English within the rich activity and dynamics of their classroom PBL units and PLTW activities

Guided reading benchmarks from Fall 2015 to Winter 2016 indicate that Full Day Kindergarten (where over one-third of students enrolled are ELs) is also having a positive impact on student growth. Student performance on WIDA ACCESS for ELLs indicates that a majority of students’ overall growth is at or above the 75th WIDA-wide Percentile Growth Range.