

U.S. Department of Education
2018 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. Stephanie Daly

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

Official School Name George Washington Elementary School

(As it should appear in the official records)

School Mailing Address 1500 Stewart Avenue

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

Park Ridge IL 60068-3867
City State Zip Code+4 (9 digits total)

County Cook County

Telephone (847) 318-4360

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Web site/URL https://www.d64.org/wes

E-mail sdaly@d64.org

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. Laurie Heinz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail lheinz@d64.org

District Name Park Ridge CCSD 64 Tel. (847) 318-4300

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 Dr. Anthony Borrelli

(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	38	84
1	55	57	112
2	73	50	123
3	52	50	102
4	69	52	121
5	53	56	109
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	348	303	651

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 3%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2016	627
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 7%
48 Total number ELL

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

Arabic, Bosnian, Bulgarian, Cantonese (Chinese), Hungarian, Italian, Mongolian, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Thai, Ukrainian

7. Students eligible for free/reduced-priced meals: 3%
Total number students who qualify: 18

8. Students receiving special education services: 10 %
62 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.

- | | |
|-----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>20</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	97%	97%	98%	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 2017.

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.

Our school mission is aligned with our District 64 Mission. At Washington School, we inspire every child to discover, learn, achieve and care.

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

N/A

PART III – SUMMARY

Washington School is a neighborhood school comprised of 650 students from Park Ridge, a northwest suburb of Chicago. Many of our students are the children -- and even grandchildren -- of Washington School alumni, so our school traditions are deeply rooted and widely celebrated. Approximately 7% of our students are English Learners; 2% are identified as low income.

We are the Washington Wildcats! Our school wide theme is Washington ROARS and this acronym stands for Respect, Ownership, Attitude, Responsibility, and Safety. We take pride in our achievements as individual students and as a school. We enjoy an enthusiastic partnership with parents and families and are proud of our collaboration to foster a successful elementary experience. Annual traditions include Kindergarten Roundup, New Family Orientation, Fall Curriculum Night, Back-to-School Picnic, Fall and Spring Conferences, Holiday Sing, Book Fair, Parent/Guest readers in the classroom, Open House, and Principal Coffee Chats. The school year culminates with an all-school end-of-the-year celebration. Each event held at Washington School is well-attended by parents, enhances our sense of commitment to students and community and demonstrates the strong home/school partnership we work hard to foster. Service learning is also part of the fabric of the Washington School experience. Each year, students participate in service learning projects such as Bernie's Books and Uncle Pete's lunches where families pack lunches for residents of local homeless shelters. We strive to help students build an awareness of the importance of supporting others both within and outside of our Washington community.

Three key strategies have been implemented over the past four years to support students with achieving their full potential: 1) formative assessment; 2) a focus on social emotional learning activities for students and adults; and 3) the implementation of the SMART goal setting process.

Over the past four years, all staff members have participated in Jan Chappuis "Seven Strategies of Assessment for Learning" workshop. This workshop supported staff with implementing seven powerful formative assessment strategies that include identifying learning targets, making the criteria for success clear, and sharing examples of strong and weak work. This strategy has significantly impacted student achievement at Washington. Formative assessment has enabled students to clearly identify what they have mastered and what they need to learn next. In collaboration with teachers, our students set goals and plan for their future learning. Simple formative assessment strategies like the use of rubrics and exit slips enable teachers to quickly identify who requires additional assistance and who is ready to move on. They also give students more ownership of their learning and voice in creating an action plan for growth. Lessons have become more differentiated. Co-teaching partnerships among grade-level classroom teachers, English learner teachers, reading/math interventionists, special education teachers, and gifted program teachers have also been established to target student learning. This is reflected by improved performance over the past three years on standardized assessments like PARCC.

Four years ago, our building leadership team worked with Anne Conzemius to learn more about the SMART goal process. Teams analyzed data, identified levels of performance, set SMART goals, and created actions plans. We worked with the schedule to create a daily intervention block where students are flexibly grouped to address their greatest areas of need. This framework has enabled us to systematically address student growth goals. Each year, the Washington Data Leadership Team takes a deep dive into our school performance data and shares this information with all grade-level teams. Grade-level teams dig deeper into their grade-level and individual student data to create a grade-level action plan. Teams identify how they will specifically contribute to the achievement of the school-wide goal. They plan for differentiated lessons in partnership with one another, the Library Information Specialist, the Instructional Technology coach and other specialists.

Washington SEL Committee members have worked strategically to improve the climate and the culture of the building. Specifically, we have focused on strategies for developing a "growth mindset" based on Carol Dweck's work. We have partnered with parents to explore this topic at home as well as at school. The integration of Second Step, a Social Emotional Learning curriculum, has helped to build relationships with students, while promoting a positive and calm atmosphere. Many classrooms are also piloting the class

meeting model this school year. Class meetings are a powerful way to develop an atmosphere of cooperation, problem solving, kindness, and safety among the students. In addition to growth mindset strategies and an explicit SEL scope and sequence, building leadership introduced the “Washington Sunshine Committee” to celebrate staff and support building morale.

Washington School has not previously received the National Blue Ribbon Award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In each core curricular area, review committees comprised of grade-level representatives have adopted District 64 curriculum. The review committee members employed a comprehensive process to study national and state standards, explore best practices, analyze gaps between best practices and our current practices, review available core resources, write a scope and sequence, identify core resources, and design common assessments. In each area, we have specifically focused on adopting curriculum and instructional practices that enable teachers to differentiate instruction for a range of learners and ensure rigorous learning is delivered to all students.

In reading, we have recently adopted a Reading Workshop Model supported by Lucy Calkins' Units of Study-Reading. In Reading Workshop, students participate in mini lessons that address the scope and sequence of grade-level learning targets. Students are then matched to texts at their reading levels. Teachers differentiate instruction in reading by using rubrics to assess student performance. Through conferencing and small group work, teachers identify each student's current level of performance and coach students to the next level. Students self-reflect on their performance and set goals related to their work.

Students who are already exceeding reading standards participate in a screening process for Channels of Challenge, an accelerated reading program. Students in these classes experience a replacement reading program so that they explore high school level standards by the end of 8th grade.

Our current writing program, Being a Writer, is also workshop based. The ELA Committee is currently piloting Lucy Calkins' Units of Study-Writing to replace this program. We are also reviewing Writing Pathways to provide support for goal setting and reflection through the use of writing rubrics.

The My Math program is used to address the Illinois Learning Standards (ILS) in Math. Students focus on major and supporting content as well as the mathematical practices. In alignment with the ILS, the focus is on deeply understanding math concepts rather than simply mastering algorithms. Teachers engage students in "math talk" and supplemental problem-solving activities using the 21st Century Math component of the My Math program. Differentiated instruction in math is supported by guided math activities and flexible grouping among classrooms. Math is the first subject area where we are finalizing common assessments and identifying explicit performance levels for proficiency for each unit. Teaching teams are currently using common assessment data to identify instructional needs of students. In addition, we use MAP benchmark data to measure students' growth in winter and spring.

Students who are already exceeding math standards participate in a screening process for Channels of Challenge, an accelerated math program. Students in these classes experience a compacted replacement math curriculum so that they complete Algebra II by the end of 8th grade.

District 64 grade-level teams have collaborated to design and pilot common assessments and identify a shared definition of proficiency. Our goal is to use this information to create a standards-based report card for students, one of the goals in our District 64 2020 Vision Strategic Plan.

In science and social studies, instruction focuses on the national standards that target inquiry-based learning. This is our third year using the TCI Bring Science Alive! elementary science program that addresses the NGSS and focuses on the science and engineering practices. In social studies, some teachers are currently aligning nonfiction reading units to current social studies units. As we fully implement the Units of Study curriculum, we will launch a curricular review of social studies based on the College, Career and Civic Life C3 Framework for social studies.

District 64 has created initial inquiry-based learning cohorts to support teachers with the opportunity to design inquiry units. Through this work, one unit will be implemented at each grade level by 2020. The units launch students into the study of content through the introduction of a real-world problem. Students

collaborate with teammates to propose solutions and communicate these solutions with real stakeholders.

2. Other Curriculum Areas:

District 64 offers a comprehensive educational program that includes extensive opportunities for “encore” experiences.

Students in grades 2–5 learn Spanish; classes are scheduled two times per week. Classes at the 2-5 level focus on students’ language processing abilities and exposure to world cultures. In middle school, students have the opportunity to complete either Spanish I or French I so students can enter high school with one year of language credit.

District 64 is committed to providing instruction in physical education. Kindergarten students participate in physical education three times per week and students in grades 1-5 receive physical education instruction four times per week. The Physical Education curriculum is based on national standards. The elementary curriculum provides students with experience in a number of sporting areas with a focus on fitness, goal-setting, and reflection. Common assessments have been developed at each grade level and provide teachers with a framework for measuring student progress K-5. In grades 3-5, teachers implement the required Fitnessgram assessments. At grade 4, students participate in a physical activity survey that gives teachers information about who is active outside of school and who might need some encouragement. In grade 5, students learn more about stretching to stay healthy through the administration of a stretching checklist. All students also participate in a comprehensive K-8 Health program which targets personal safety, nutrition, growth and development, substance abuse and violence prevention along with social/emotional health.

All Washington students participate in music twice per week. The K-5 music curriculum identifies grade-level learning targets in 6 areas: rhythm, melody, harmony, form, tone color, expressive qualities, skills, and history and culture. Common assessments have been identified at each grade level. These assessments are performance-based. They are used by teachers to differentiate instruction and to support students with additional practice as needed. The music program is supplemented by opportunities for 4th and 5th grade students to participate in chorus.

Enrollment in the instrumental music program is available to all students in grade 4 and above. Students in grade 4 are eligible to play stringed instruments; students in grades 5 and above are eligible for instruction on any band or orchestra instrument. Children participate in small group lessons during the school day and rehearse with performing groups before or after school. Several levels of band or orchestra are offered.

All Washington students participate in art once per week. The art curriculum focuses on art literacy which includes the ability to understand, respond to and talk about visual imagery. Through education in art, students learn about the power of visual images to influence human behavior; explore their own potential to think creatively and to solve problems with imagination; and discover connections that art has to other areas of the curriculum.

The Washington Learning Resource Center is the “learning hub” of our school. Our Library Information Specialist and Instructional Technology Coach collaborate with teachers to plan and implement engaging units using our technology and media resources.

Technology is also interwoven into the classroom and curriculum. Students in grades K-2 have access to iPads at a 1:3 ratio. Students in grades 3-5 have their own personal Chromebook device, which they take between home and school. Our school is fully networked, allowing students and staff the opportunity to use technology to enhance learning.

Development of students’ critical thinking, problem solving, social/emotional and civil behavior skills is also a high priority within our educational program. Instruction in these areas is accomplished using an integrated approach. To support SEL skill acquisition, we recently adopted Second Step, both the general program and the bullying prevention program. This program provides students with explicit instruction in

four dimensions of SEL: skills for learning, emotion management, empathy, and problem-solving. In the fall of each year, Washington students participate in behavioral expectation training by visiting each location of the school to learn expected behaviors in our behavior matrix. Ongoing training and support is available to students through a student-produced Green Screen video where students demonstrate expectations in each location throughout the school. Through District 64 curriculum committee work, some teachers at Washington are also piloting lessons from Caring School Community. These culture-building lessons target activities like classroom meetings, team-building, and cross-grade-level buddies.

3. Instructional Methods, Interventions, and Assessments:

Washington School utilizes multiple assessments to guide instruction and interventions throughout the school year. The data gathered allows us to differentiate through flexible grouping, small group intervention, and co-teaching.

At Washington School, we use both formative and summative assessments to guide instruction. Formative assessments include strategies like pre-testing, exit slips, quick check-ins supported by technology. In the area of reading, teachers administer reading records using the Fountas and Pinnell model. Lucy Calkins' Reading Pathways is a rubric-based assessment which enables 3rd-5th grade teachers to target explicit grade level goals with students. Summative assessments in reading include end-of-unit assessments from Units of Study-Reading. As we build inter-rater reliability, these assessments will become our common assessments in reading. Benchmark assessments in reading include AIMSweb for grades K-1, and Reading MAP for grades 2-8 and PARCC for grades 3-8.

In the area of math, we have designed common assessments for each unit of instruction at each grade level. Teachers have come to consensus on what proficiency looks like on these assessments. Pre-assessments which mirror the common assessments are used formatively to group students for instruction. Benchmark assessments in math include AIMSweb for grades K-1, and Math MAP for grades 2-8 and PARCC for grades 3-8.

Common assessments are currently being piloted in science and will be designed next school year in social studies. Fifth grade students participate in the Illinois Science Assessment. Our EL students take the state ACCESS test annually.

We have an achievement gap that is greater than 10 percentage points for four subgroups: low income, English learners, black/white, and IEP. To address this, we have implemented an intervention block to support targeted instruction in the areas of reading and math. During intervention block, students are working with specialists based on specific learning needs. For example, students struggling with reading work with reading specialists using research based Fountas and Pinnell LLI (Leveled Literacy Intervention) to receive a balance of phonics, word work, integrated writing, and time in text. Texts are also sent home to reread with parents and returned to school. This strengthens the valuable partnership between school and families, resulting in higher student achievement. Students are progress-monitored regularly using reading records. Intervention block also provides opportunities to students to receive small group instruction in other content areas, including math. Intervention block is an "all hands on deck" model so we can customize instruction and reduce the ratio of students to teachers.

During Intervention Block, flexible groups are also created for students who demonstrate that they are secure with core standards and curricular goals. These students are challenged to exceed grade-level goals. For example, we triangulate data from MAP, AIMSweb, and COGAT in 2nd grade to provide challenges for students in the area of math.

Outside of Intervention Block, we have implemented co-teaching to further differentiate instruction. Students who have demonstrated they will benefit from more support during core instruction are placed into a learning environment in which the classroom teacher, resource teacher, and EL teacher collaborate. Co-teaching is provided in all grade levels to support the diverse needs of our students. In this model, classroom teachers, resource teachers and EL teachers co-plan around specific student learning targets.

At the building level, Washington’s Data team reviews school AIMSweb, PARCC, and MAP data to develop annual achievement goal and meets twice a year to review progress. This information is shared with grade levels. Grade-level “Data Days” are organized two times per year. During these meetings, teams create grade-level SMART goals and identify how they will achieve the building goals with their students. During Wednesday professional development time (early release), teachers review student data and adjustments to groups/services are made as needed.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Washington School we recognize that a positive climate and culture supports academic, social and emotional growth.

One way that we engage and motivate our students is through individual student goal-setting in all subject areas. For example, classroom teachers confer with individual students to review MAP data and set growth goals. Students are coached to create an action plan that aligns with daily learning targets. Over the course of the year, students have opportunities for reflection on their progress. Teachers also offer students multiple opportunities to demonstrate their learning.

This year, our building leadership team has facilitated professional development based on Marzano Lab's Highly Engaged Classroom. Teachers learned to promote student engagement by providing students with choice and linking learning to their individual interests. Examples include activities like Genius Hour and inquiry-based projects. Teachers also introduce common learning targets across subject areas. An inquiry-based learning project may be introduced in Art, for example.

We are the Washington Wildcats. Our school wide theme is Washington ROARS and we have a clearly defined behavioral matrix based on this. The acronym ROARS stands for Respect, Ownership, Attitude, Responsibility, and Safety. Each month teachers and lunchroom staff spotlight/promote the ROARS focus via stickers for students demonstrating positive behaviors. Each week a student from every classroom is chosen as the ROARS Student of the Week. Each month a classroom from each grade level with the most ROARS entries receives a mini school mascot who joins their classroom for the rest of the school year. This recognition program is very motivating for the students. They take pride in their achievements as individuals and as a class. ROARS students and classrooms are celebrated by having their names shared over the morning announcements – a well-loved Washington tradition!

Teachers implement an explicit SEL curriculum to enhance and reinforce students and adult social emotional development. Many classrooms are piloting the class meeting model this school year. Class meetings are a powerful way to develop an atmosphere of cooperation, problem solving, kindness, and safety among the students. Students are encouraged to take responsibility and ownership of their actions. Students have the opportunity to practice collaboration and problem-solving skills through rotating access to the Imagination Playground during lunch recess.

Related to SEL, we have we are focused on strategies for developing a “growth mindset” based on Carol Dweck's work. We have partnered with parents to explore this topic at home as well as at school. To support staff morale, the Washington “Sunshine Committee” members plan engaging and entertaining events for staff including monthly luncheons that build a sense of community and family.

2. Engaging Families and Community:

Washington School successfully nurtures student and staff leadership in a variety of ways. Student Council representatives organize students in giving back to the community. Staff step into different leadership roles by attending and facilitating professional development workshops to share their expertise with colleagues. Teachers have multiple opportunities to serve in leadership roles through committee work. Committees include QIT (Quality Improvement Team), Data Leadership Team, Crisis Team, SEL Team (Social Emotional Learning) and Curricular groups.

Washington School has a longstanding culture of engaging families and the community; we understand the importance of partnerships in order to maximize outcomes for students. Parents are informed about students' academic achievements and challenges through open lines of communication provided at parent-night, open house, conferences, teacher websites, and consistent email communication. Two-way

communication is something Washington School is committed to providing its families.

We also have a strong commitment to communicating the importance of service learning and making sure our students see the world both within and outside the walls of Washington. We accomplish this through service projects, such as Bernie's Books for disadvantaged children and Uncle Pete's lunches for homeless shelters, writing letters to Veterans, Disaster Relief donations, and Pennies for Patients. Within our school, we have senior helpers in classrooms, an active Student Council, and a holiday caring tree for families in need. Staff also contribute to the Park Ridge Community Fund, which supports local nonprofits for community members in need.

Our Washington PTO is a driving force in partnering with staff to continually improve the school community. This is evident through their amazing fundraising efforts that have afforded our school vast improvements and learning opportunities. Recent projects include alternative classroom seating to enhance 21st century learning and assemblies aligned to the curriculum (author visits, writing workshop and anti-bullying awareness).

To engage with parents around trends in education and learning, we offer Parent Book Clubs and teacher-led Parent Universities. Washington also partners with local organizations including the Park Ridge Public Library (summer/winter reading clubs, Battle of the Books), KALO Foundation (educating students about local history), and District 207 (collaboration with the high school Fine Arts Department to enhance learning in literacy and theater), among others.

Staff use multiple channels of communication with students, parents, and the community. Teachers' websites include newsletters, expectations, calendars and various student resources. Our PTO keeps the school community informed of activities through monthly meetings with stakeholders, newsletters, and emails. In addition, a variety of media are used to share information about our students' school experiences including Facebook, Twitter, and local news media.

3. Professional Development:

Professional development is a valued component within the District 64 instructional program and reflects the value we place on continuing to help our teachers improve their craft. District 64 provides formal professional learning opportunities weekly during early-release Wednesdays, on three annual Staff Development Days each year, and through District-funded participation in workshops. Professional learning is an important component of District Committees and is consistently provided through several job-embedded learning experiences.

At Washington School, there are three committees that host professional development opportunities based on analysis of student performance data and teacher feedback.

First, our Washington Data Leadership Team attended a series of workshops sponsored by the Consortium for Educational Change (CEC) to learn about the SMART Goal process. These workshops supported teams with analyzing student data to create meaningful and achievable SMART goals. We developed "SMART Goal Trees" to help us set team and student goals, and also created a system for goal-monitoring. Because our school has relatively high data related to achievement, we have created goals around student growth. The Data Leadership Team meets twice a year to review student growth data and plan for targeted instruction. This is essentially a PLC process. We review our learning targets and design extended learning experiences for students who are struggling and students who have already mastered the targets. This year, we have focused on Math as an area for growth.

Second, our Quality Improvement Team (QIT), a teacher-driven initiative, meets monthly to discuss student needs and professional support needed for teacher to address student needs. This year's professional development theme is aligned with the District 64 Strategic Plan and is centered around student engagement. As a team, we have studied Marzano's research on the Highly Engaged Classroom. During

four early-release Wednesdays this school-year, our QIT has offered an adapted Edcamp model for Washington teachers. This model of professional development impacts teachers and administrators because it allows time for teachers to reflect and select a session that best meets student needs. [SEP]

Third, Washington's SEL committee is focused on developing our Tier 1 school-wide SEL and behavioral supports. Over the past two years, the committee has conducted an audit of SEL components in place including: Second Step, class meetings, school-wide positive behavioral supports and behavior expectations. The committee worked to identify both "Minor" and "Major" problem behaviors to clarify office disciplinary procedures. Committee members also explored the use of language to promote a positive school environment through a book study of *The Power of Our Words*. Using this resource, the team has designed professional development on the components of positive teacher language and de-escalation training (Non-Violent Crisis Intervention). Parents have learned about the Washington SEL program through a mini Parent University as well as monthly newsletter updates.

4. School Leadership:

Leadership at Washington School is a shared responsibility among all stakeholders. The best example of this is the collaborative effort of our Data Leadership Team. This team was established four years ago to support student achievement in the areas of math and reading. While Washington students are consistently high-performing on standardized assessments like MAP and PARCC, we recognized that our students were not meeting growth goals in these areas, particularly in math.

The Data Leadership Team is comprised of administrators and teachers, including the Principal, Assistant Principal, Student Services Staff, and grade-level teacher leaders. Our goal is to create shared ownership of student data and to build cohesive teams that target student growth. As a team, we analyze student performance data and set building level goals aligned to the District's Strategic Plan. Teacher leaders then work with their grade level teams to identify grade-level goals based on areas of need the data identifies. Through the use of common assessments, teachers design instruction to support student growth (both remediation and enrichment). Co-teaching, re-teaching and extension occur during differentiated Tier I classes as well as during a daily intervention block. Grade-level teams work together to monitor student progress and make adjustments to instruction. Teachers share resources through digital access created with the assistance of our Instructional Technology Coach. Our Library Information Specialist assists with matching students to engaging text at the appropriate instructional level.

At times, students may become eligible for more formal interventions in reading and math. In these cases, interventionists communicate problem-solving plans with parents and additional strategies and support may be provided at home. In the area of math, students may participate in Title I funded after school tutoring.

Over the course of the year, grade level teams share their progress-monitoring data with one another. Teams celebrate and support one another's successes and challenges. The goal is to foster a learning community where teachers have access to everyone's best ideas and strategies. Cohesive relationships contribute to our success. We have built a culture where teachers are comfortable sharing their data, asking for help, and celebrating accomplishments.

Over the past three years, our composite PARCC scores have grown from 52% meeting/exceeding in 2015, to 65% meeting/exceeding in 2016, to 71% meeting/exceeding in 2017!

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The single practice that has made the most significant difference to our school's success is shared responsibility for student learning. Prior to beginning our SMART goal journey, teachers were essentially engaged in private practice, responsible only for the students in their own classrooms. Assessments were created by individual teachers and individual teachers determined a student's progress toward the goal. We did not have a shared definition of rigor, and student mastery took many forms depending on the perspective of the teacher. Eligibility criteria for intervention varied from classroom to classroom and student access to a differentiated curriculum was based on his or her teacher's comfort and expertise in this area.

Over the past four years, we have established a culture built on collaboration and trust where students and teachers openly share their successes and struggles. The team approach of "We are ALL here for ALL of our students" has guided our work to improve collaboration and student learning. We are transparent about our status (percentile rank) and growth data (percentile growth from fall to spring). When students are successful, we share our teaching strategies with one another. When students are struggling, we support one another with ideas for instruction.

We measure student learning to determine if our interventions are working. We use common assessments like Reading Records and Math Unit Tests to assist us with determining student goals. We have defined criteria for access to Tier II reading and math intervention.

When we first identify that students are struggling, we create small group opportunities for re-teaching. When we identify that students have exceeded the goal, we create opportunities for enrichment. We have designed a structure within the schedule to support this work in the form of X-Block. X-Block is an "all hands on deck" model where classroom teachers, Pupil Services Teachers, and Channels of Challenge teachers (gifted) come together to design instruction based on specific student needs.

Today, we have cohesive teams that 1) openly share data, 2) have reached consensus on the definition of proficiency, 3) use common assessments to identify student goals, and 4) collaborate to differentiate instruction for all students. Our goal is to continue designing and improving common assessments to further guide student learning.

Just as "We are ALL here for ALL of our students," Washington School is successful because "ALL our staff are here for ALL our staff." We work respectfully and collaboratively to ensure that every staff member can be successful in meeting our school and District mission to inspire every child to discover, learn, achieve, and care.