

U.S. Department of Education
2019 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 Ms. Erin Marker

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

Official School Name Kingsley Elementary School

(As it should appear in the official records)

School Mailing Address 2403 Kingsley Drive

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

Naperville IL 60565-3212
City State Zip Code+4 (9 digits total)

County Will County

Telephone (630) 420-3208

Fax (630) 420-3213

Web site/URL

https://www.naperville203.org/Dom
ain/12

E-mail emarker@naperville203.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*Mr. Dan Bridges

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dbridges@Naperville203.org

District Name Naperville Communit 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, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Kristin Fitzgerald

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 21 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	39	33	72
1	38	38	76
2	42	37	79
3	31	36	67
4	41	32	73
5	31	34	65
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	222	210	432

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 16 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 6 % 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 2017 – 2018 school year: 4%

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, 2017 until the end of the 2017-2018 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(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, 2017	418
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 9%
41 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian/Tosk(Albania), Arabic, Bengali, Bosnian, Cantonese (Chinese), Estonian, Finnish, German, Gujarati, Hindi, Ilocano, Jamaican, Korean, Lithuanian, Macedonian, Mandarin (Chinese), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Spanish, Tamil, Telugu (Telegu), Ukrainian, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 13%
Total number students who qualify: 56

8. Students receiving special education services: 12 %
53 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>17</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	26
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 17:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	96%	96%	97%
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 2018.

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 Mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

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

Kingsley Elementary School, located in Naperville, Illinois, is the newest elementary school in Naperville Community Unit School District 203 (NCUSD 203). Just shy of 30 years old, Kingsley prides itself on the patchwork of learners who have created a culture and climate for life-long learning. Kingsley doors opened in 1990 to support the influx of families with students moving to the south side of Naperville. What was once farmland turned into a bustling neighborhood of new families, eager to be part of the Naperville community and District 203 schools. By 1994, Kingsley school had nearly doubled in size and housed approximately 800 students. For close to 10 years, the school was filled with new staff, new families and the building of new traditions. By 2008, enrollment declined and for the past 10 years, the student population has remained about 440 students strong.

Given that Kingsley was built to contain at least four sections at each grade level but is now resting at three, we were able to receive two specialized programs starting in 2009. Specialized programs began with Kindergarten Interventions and Social Skills. Both programs were created to bridge learning from half day kindergarten to a full day kindergarten program for students' who were at-risk. Both programs were effective at closing achievement gaps until the onset of full day kindergarten which prompted the closure of the programs. In 2012, Kingsley welcomed the addition of two self-contained programs for students who require specialized and structured instruction.

Although 69 percent of our population is Caucasian, many of our students come from Eastern European backgrounds and receive English Language services. Other ethnicities include Asian at 16 percent, African American at 2 percent, Hispanic at 7 percent, and two or more races at 6 percent. In addition to racial diversity, 13 percent of Kingsley's families are economically disadvantaged. Our staff works tirelessly to ensure that all students' needs are being met, regardless of special needs, race or economic status.

Though Kingsley looks very different than it did 30 years ago, a long established tradition remains alive and well, i.e., the Kingsley music program and teacher. Each year, students in grades K-5 participate in an all school musical which tells the story of holiday traditions reflected in the Kingsley community. Lyrics for the show are co-authored by teacher and students to reflect Kingsley's unique diversity. An additional music celebration is the 5th grade program which our music teacher writes and directs. In dramatic closure, 5th grade students sing the lyrics to "Faces" and video is displayed celebrating their six years at Kingsley, starting with pictures from kindergarten. This song and video evoke emotion and provides closure as our 5th grade students prepare for Junior High transition.

Kingsley staff and community are committed to building an environment of connectedness and high expectations for all. Starting with parent drop off, students are thanked for coming to school and have 15 minutes to connect with one another and teachers around the school. Kingsley staff and students participate in morning announcements which set the tone for learning and engagement. Students and staff can be heard chanting Kingsley's commitment to learning, "Good Better Best, Never Let It Rest, Until Your Good Gets Better and Your Better Gets Best!" One example of high expectations for all is the way staff identified a gender gap in the number of female students qualifying for gifted mathematics programs, compared to their male peers. In fact, the ratio of female to male students making it to additional and advanced testing was 1:3 (female: male). Research shows that even from a very young age, female students are more anxious and less confident than their male counterparts in mathematics.

After the discovery of this gap, Kingsley Key Leaders came together and wrote a grant, Mathematically Misunderstood, for resources and support to narrow the identified gap. Through the implementation of Mathematically Misunderstood, female students had the opportunity to engage in both problem solving and critical thinking activities which extended beyond the classroom curriculum. Evidence that such targeted extension has made a positive impact on our achievement gap can be measured in the number of female students now qualifying for gifted math programs, as well as their overall success in navigating work in the area of mathematics. In fact, our group of female students who we began to target two year ago are now equal to the number of male peers in 5th grade honors math classes. This mathematical movement will pave the way for an increased awareness to all student groups to ensure we are meeting the needs of all learners.

At Kingsley, students of all abilities, various nationalities, and diverse economic backgrounds engage harmoniously in a shared vision for learning and success, as demonstrated by a large quilt of student patchwork, which hangs in the front lobby of Kingsley School and truly exemplifies the Kingsley way of being "Good Better and Best."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Kingsley utilizes District 203 curriculum to ensure students grow academically in all content areas. Teams of teachers and school personnel continually enhance the curricula based on current research which aligns with the Illinois Learning Standards.

In reading and writing, Kingsley employs a reading and writing workshop model that emphasizes a balanced literacy approach based on best practice. Across the grades K-5, students receive instruction centered on the Illinois Learning Standards to unlock meaning in fiction text, nonfiction text, and poetry. Instruction begins with a mini lesson emphasizing the standard, followed by flexible time to meet with students in small groups for guided reading, strategy and skill work, and for individual conferences. All instruction is planned to differentiate for students' unique needs by using common formative assessments. Additionally, staff utilize the Fountas and Pinnell benchmark assessment to determine students' instructional level for small group work. Small group instruction and conferences take place to engage students in any of the following categories based on student needs: phonics, decoding, comprehension, fluency, and word study.

Kingsley also has the Project Idea reading program for students that are high-achieving in literacy. This program is very effective at enhancing student learning and growth in the area of literacy. The core writing resource used at Kingsley is Lucy Calkins Writer's Workshop. Teachers guide students through the art and craft of writing by teaching mini-lessons, strategy groups, and leading individual student conferences. At all grade levels writing is divided into three-unit segments: opinion writing, narrative story writing, and informative/explanatory writing. Instructional practices are scaffolded and become more complex as students move from primary to the intermediate grades. Rubrics are used as both formative and summative assessment which enables teachers to plan for targeted instruction and differentiate based on individual student needs. Teachers help students plan and execute their writing through the use of age-appropriate graphic organizers and numerous digital tools including See Saw and the Google Suite.

1b. Mathematics:

In the area of math, Kingsley utilizes a balanced math approach to guide students toward mastering the Illinois Learning Standards. The core mathematics resource used is Math Expressions. At the elementary level, mathematics is focused on students building number sense, problem-solving with an emphasis on real-world problems, and explaining their mathematical reasoning. To best meet student needs, teachers at Kingsley plan their instruction by understanding the mathematical learning progressions of each grade level. Furthermore, teachers create learning experiences for students that offer numerous opportunities to move student learning from concrete and pictorial to the abstract. Teachers instruct students in math by using a multitude of different approaches.

At Kingsley, a primary focus is educating each child at their current level of understanding with regards to specific learning targets. To achieve this, teachers differentiate math instruction by tailoring math lessons through a guided math model. Each math unit is started by administering a diagnostic assessment to identify the students' current levels of proficiency and to aide teachers in creating instructional clusters, identifying mathematical skill deficits, and to best identify student needs by grade level and classroom. By combining pre-assessment data and a guided math structure, teachers are able to most effectively instruct all students towards mastering learning objectives while maintaining the rigor for all students. This structure also allows teachers the ability to provide enrichment and Tier 1 intervention in their daily math routine. Lastly, Kingsley also has an Honors Math program for students that are high-achieving. The Honors Math program is for students in third-grade through fifth-grade that receive a modified curriculum. This program is extremely effective at further enriching students in the area of mathematics that have already demonstrated an understanding of their current grade-level math standards.

1c. Science:

In the area of science, students learn through an inquiry-based curriculum. Teachers and school experts have worked to align the curriculum to the Next Generation Science Standards. The content of the curriculum includes instruction in the biological and physical sciences, as well as technology and robotics in the intermediate grades. Our science time is always energetic as students are excited for the hands on and authentic learning. Some examples of our learning include designing ways to stop erosion to farmland and having a science Olympics of pushes and pulls. In the robotics unit, students construct and code robots that are led through a series of challenges. Students have the opportunity to participate in an after-school Robotics club where they code vehicles which navigate obstacles and follow multi-step directions in a collaborative environment. This allows for students to extend their learning beyond the classroom.

Kingsley believes in a student-centered environment that will spark imagination and curiosity through inquiry-driven investigations and inspire critical interpretation of science information. Students actively participate in science and engineering practices to understand the core ideas and connections between physical earth and space, and life science, and to understand, use, and interpret scientific explanations of natural phenomena. Students will be empowered to draw, share, and defend conclusions based on evidence and design solutions that can be applied to the world around them.

Students reach high levels of engagement by first making observations about natural phenomena. Students create questions based on their observations that then drive their inquiry. Teacher observation and formative assessment practices are used to evaluate student learning and plan for tiered instruction. Teachers note whether students are able to conduct investigations, focus on phenomena and connected concepts and provide evidence to generate claims. Exit slips and student reflection allows teachers to evaluate effectiveness of instruction.

1d. Social studies/history/civic learning and engagement

Kingsley Elementary School believes in cultivating students who engage in inquiry to understand how the events and people of the past have influenced our world today. In addition, we encourage students to evaluate sources and draw from multiple perspectives in order to make informed decisions. Lastly, students learn to positively contribute to a diverse society as a result of being globally aware, informed citizens who understand their civic responsibility.

Instructional practices at Kingsley emphasize student-driven inquiry and conceptual understanding of content. This is reflected students reading and analyzing information from multiple sources, including maps, photographs, charts, and video clips. Students interact collaboratively with primary sources of information using close reading strategies to make sense of information.

Teachers use simulations to make the learning authentic for all students. Field trips, to the Naper Settlement (a local living history museum), immerse students in historical content and how the past has influenced their own community today. The learning also empowers students to seek ways to make positive changes to their communities which aligns with the Kingsley philosophy of generosity and kindness. Assessment is project and researched based, demonstrated through student technology presentations.

Kingsley Elementary School is proud to involve students in learning across all academic areas. Teachers and school personnel use a vast array of techniques that are founded in best practice in order to reach the needs of all students. Teachers use data from common formative assessments in every content area to differentiate and make small group instruction plans. Kingsley is determined to employ a rigorous curriculum that is engaging, authentic, and meaningful to students that pushes them to be complex thinkers and quality producers. These practices and a variety of other instructional techniques have resulted in exemplary achievement gains for students from a variety of backgrounds.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

The Kingsley community believes in offering multiple opportunities for all learners. All students in grades K-5 participate in art, learning commons (LC), music, physical education (PE), and social emotional (SEL) instruction. These classes are essential components of our school day and focus on educating the whole child.

Students at Kingsley develop an understanding and interpretation of the ever-changing world around us through art instruction. Through inquiry into the origins, traditions, and processes of art, students become more artistically literate. They learn about art concepts, cultures, contemporary society, and the progress of civilizations. This promotes 21st century skills, including critical thinking, problem solving, collaboration, and adaptability. As a priority, students' creativity and exploration is nurtured throughout their elementary art experience.

At Kingsley, all students K-5 receive instruction which enhances the general education curriculum in the Learning Commons. The Learning Commons area engages students in opportunities for innovation and creation, literacy growth, and inquiry and research. The Learning Commons supports communication and collaboration, as well as enables students to devise their own learning and transfer their learning across curriculum areas.

Our Learning Commons area provides a more flexible learning environment with resources and learning opportunities for students to partake in real-life problem-solving and apply critical thinking skills. Students also explore their own interests in various Science Technology Engineering and Mathematics (STEM) opportunities. The use of this space increases student engagement. Students in our Learning Commons create their own knowledge which help them to become critical consumers of information, effective problem-solvers, capable decision-makers, and innovative communicators.

Kingsley provides a comprehensive and cohesive program of study that develops the necessary skills for music performance. This student experience is saturated with opportunities designed to develop students' own individual aesthetic and creative abilities. All music classes offer an environment rich in investigation, problem solving, experimental inquiry, and creative risk-taking. Our music curriculum provides a sequential and evenly paced dissemination of material that provides for individual student success.

Through physical education instruction, Kingsley has made a commitment to prepare students to live healthy, productive, and physically active lives for the 21st Century. Physical education provides every student with a variety of challenges that will contribute to the development and maintenance of their physical and cognitive well being. Students build a foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle. Physical education is a lifelong process, which is the primary responsibility of the student, shared by home, district, and community.

At Kingsley, we value student success beyond academic success. Our social and emotional (SEL) curriculum includes Second Step in grades K-2 and Habits of Mind in grades 3-5. It is paramount that students are also successful in demonstrating mastery of the SEL standards. To help support students, the School Social Worker co-teaches and supports teachers in implementing the SEL curriculum, through whole class instruction and through class meetings. In addition, she meets with small groups of students to provide extra learning opportunities and guidance on what it means to be a successful student.

3. Special Populations:

The driving force of growth for all student populations are the teacher-led Professional Learning Communities (PLCs) at Kingsley. Teachers and administrators work in tandem to push student learning forward. A Multi-Tiered System of Support (MTSS) provides a structure and framework to monitor student

learning and ensure that every child succeeds.

Tier 1 support begins in the classroom as teachers work in their PLCs to explore content standards, analyze student data, and determine best practice of instructional strategies to meet student needs. Teachers utilize content area formative assessments to create instructional plans that differentiate student learning. By consistently using data, teachers are able to modify instruction to enrich and intervene on Common Core state standards. During PLC meetings, students are flexibly grouped based upon current levels of understanding of content standards. Reading specialists push in to classrooms and pull out students to provide extra reading instruction in the areas of phonics and comprehension. Similarly, students receive additional Tier 2 math instruction from specialists based upon identified needs from grade-level PLCs.

Kingsley School has special populations that require specially designed instruction and curriculum. These include diverse students performing above and below grade level, qualifying for special education services, and English Language Learners. Our Instructional Support Team (IST) works to meet the needs of students one at a time. Members of this group are specialists, parents and teachers. This group creates a problem-solving plan or Individualized Education Plan (IEP) for individual students. In addition, Kingsley houses a magnet program for students on the Autism Spectrum. In this program, students receive individualized programming on social and pragmatic language, along with the academic and functional skills that are aligned to their general education peers, utilizing techniques from Applied Behavior Analysis (ABA). English Language Learners (ELLs) are serviced by a certified English Language teacher. The teacher provides research-based intervention through push-in and pull-out supports for students to help generalize skills being taught in general education to their native language.

Many students at Kingsley require extension and enrichment beyond grade level standards. There is an Honors Math class for students in grades 3–5 who demonstrate higher mathematical understanding, problem solving, and reasoning skills than their typical peers.. For students in 4th- and 5th-grade that demonstrate higher comprehension rates in Language Arts, there is a class called Project IDEA (Increase and Develop Excellence in Academics). In this class, students build comprehension and analysis skills in more complex texts. Students in these programs attend a separate class from their peers to receive this level of support. It is important to note that the role of assessment, instruction and intervention are intertwined. At Kingsley, teachers and administrators continue to refine our practices through PLCs, strive to recognize each child as a unique learner, and work together in a collaborative process to meet the needs of all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

“Good Better Best, Never Let It Rest, Until Your Good Gets Better and Your Better Gets Best!” is the commitment that Kingsley students and staff chant each morning. Led by our principal, it is chanted with enthusiasm and pride by all in the building. It highlights Kingsley’s climate and culture in our dedication to doing our best in every facet. This belief is shared with every individual that is in our building. The climate at Kingsley is evident as soon as community members walk through the door. Students and staff are friendly and helpful. This is due to the focus on our KNIGHT traits. Each month, students are honored for showing the characteristics of Kindness, Nobility, Involvement, Generosity, Honesty, and Thoughtfulness. Each class holds discussions on how we can show the trait of the month and creates posters and then displays them around the school. The principal reads these aloud to promote this culture of the KNIGHT traits. Our Student Council also employs the KNIGHT traits by showing generosity through fundraisers and collection drives for various charities as well as giving back to the community by raking for our community in the fall. In classrooms and in the hallways, students and teachers are using positive words and honoring each other’s greatness. This Nurtured Heart approach ensures that students develop positive self-talk which bolsters morale. This is also taught through our SEL curriculum explicitly in conjunction with weaving it into all other content areas. Morale is also high due to classroom celebrations for students achieving milestones which include fun spirit days.

The culture of Kingsley is flexible to meet students’ needs. Many classrooms have flexible seating to allow students to learn in ways that work best for them. Teachers and staff are determined to do whatever it takes to help each individual child. All staff members, including the principal, teachers, assistants, and custodians, work together to make Kingsley a positive and student-centered school. An additional sign of our student-centered climate is the way in which we celebrate our 5th-graders as they leave our school on their last day. The Kingsley community honors our 5th-grade students by forming a tunnel in which the students are greeted with applause as we wish them every success and happiness. Because we are a community-based school, the entire student body and staff parade through the neighborhood celebrating the end of a successful school year with well wishes from neighbors and parents.

In addition to using the Nurtured Heart approach with students, staff are recognized and honored for their greatness. Hand written notes of gratitude are presented to staff to affirm their daily work. Inspirational quotes are posted on bathroom mirrors to encourage and motivate a climate of positive thinking. In the teachers’ lounge, staff engage with a “survey board” where they interact playfully with one another around posted topics (What do you like to do on a rainy day?). Each faculty meeting begins with both personal and professional celebrations. Throughout the school year, staff engage in team building activities which include the staff swap (guest teaching for one another), monthly celebrations with food and gifts to honor wedding and baby showers of staff, spirit days which engage staff in wearing themed clothing around a cause or event, and organized events outside of school.

Kingsley prides itself in being a positive, nurturing, and student-centered school. This can be seen in both staff and students. It truly is a special place where everyone feels comfortable to dare greatly, show their true selves, and grow academically, socially, and emotionally.

2. Engaging Families and Community:

One way in which we engage families and community is through our parent organizations. Kingsley has two parent entities that facilitate a cooperative partnership among our students, parents/guardians, district staff, and administration to support and enhance the school experience for each student. The Kingsley Home & School Association (H&S) is not associated with any national organization. Parents and guardians work in cooperation with the teachers and the administration to make our school an amazing place for our students. Kingsley is fortunate to have an active and caring H&S that sponsors fundraising activities, hosts community events, provides volunteer opportunities, and supports our staff and students. All funds raised by H&S go directly into services and projects that benefit students.

The annual Running of the Knights is one of the fundraising events sponsored by H&S. This is a school-wide event that brings families and staff together for an evening of fitness and a celebration of our Kingsley community. Students and parents get their feet and heart rates moving during this run/walk fundraising event. With the funds raised from this event, we were able to purchase materials to provide opportunities for our learners to create and make sense of their learning. Other events and fundraisers are supported by our H&S including an ice cream social kick-off at the beginning of the year, new family tours, classroom parties, raffles, dining out days, collection of box tops, and much more.

Kingsley also has a School Family Community Partnership (SFCP). The goal of the partnership is to enhance our children's learning and development by being a proactive resource in promoting, strengthening, and celebrating the partnership that exists between schools, families, and the Naperville community. SFCP is a team of parents, teachers, and administrators reaching out to our families and the community with events that will benefit our children's learning. At Kingsley, SFCP operates as a part of H&S and is responsible for the creation of many of our most successful events.

Kingsley's SFCP recently hosted our first multi-cultural evening titled "Everyone Smiles in the Same Language." The purpose for the event was to engage students and families in showcasing and learning about the diversity of Kingsley families. The event encouraged a diverse group of parents to come together around a common goal, sharing their talents of graphic design, event organization, marketing, and community relations. This group of volunteers inspired not only families to share their heritage, but also community members and students to engage and participate in the event. Participation for this event extended beyond the Kingsley community and inspired outside groups to take part in our celebration of heritage and culture.

A special event sponsored by the SFCP is our annual Rake and Run. Teachers, administrators, parents and students reached out to our community members in need. Teams worked together to rake the lawns of those unable to rake their own lawns.

Another way in which we engage the community is through our school and community sponsored clubs. Robotics Club is a STEM based team opportunity that allows students to program and code to solve authentic, real world problems. Bricks for Kids allows students to explore science and engineering practices through building with LEGO blocks. Inside Out Club meets monthly with the goal to nurture the development of children with character inside and out. Its vision is to empower individuals and families through strength of character and volunteerism to live fuller lives for generations to come. Spanish Ladder is another community club which allows students to participate and learn another language. These are just some of the clubs and opportunities offered to Kingsley students. We also partner with a local daycare agency to provide before and after school care at the school for our families that work outside the home.

Finally, Kingsley staff communicates happenings to families with a weekly email blast. Teachers send daily emails to keep families abreast of the standards being taught in each classroom. A marquis in front of the building displays upcoming events.

3. Professional Development:

Kingsley uses a whole school and systematic approach to professional learning where all efforts are focused on specific school improvement goals derived from data and focused on moving student learning forward. Opportunities for professional learning are provided in multiple settings and varying structures. Kingsley recognizes that the responsibility of furthering teacher knowledge falls on both the individual and the community as a whole.

The committee structure at Kingsley utilizes a unique format that distributes the responsibility of professional learning to all teachers. Each grade level or team of specialists chooses one representative to serve on the School Improvement Team (SIT). This team acts as the building specific school improvement committee. Data from nationally normed tests and district initiatives are analyzed during committee SIT meetings. From the results of these meetings, the SIT composes school improvement goals which guide

professional learning for the upcoming school year. Representatives from the SIT then disseminate the information at monthly subcommittee meetings. Each SIT representative is the head of a building level school improvement committee which focuses on specific goals within an initiative or content area that contributes to reaching the overarching school improvement goal. These building based committees provide professional development on topics during institute days and after school meetings.

Job embedded coaching, NCUSD 203 courses, consultants, mentors, workshops, webinars, and personal learning networks are all another layer of professional learning at Kingsley. Online and face to face training is provided. Other self-paced tools are also employed. Teachers have access to curriculum maps, tutorials, research, and self-paced modules. New teachers receive trained mentors and are coached on best practice and current standards that align to district goals. Kingsley also has a Learning Support Coach that partners with teachers and teams to provide job embedded and ongoing professional development. We also have two full time Literacy Coaches that collaborate with teachers and build capacity in the reading and writing content areas.

At Kingsley, our goal is to build consistency and offer multiple pathways to engage in learning. Our efforts promote a continuous and shared approach to professional development.

4. School Leadership:

The Kingsley Leadership Team consists of two administrators, a learning support coach, and the Learning Commons teacher. This team implements district initiatives as well as plans for professional learning. They are ultimately responsible for our school improvement planning. This requires that they stay abreast of data analysis and best practice in instruction.

In addition to the key leaders mentioned above, our School Improvement Team (SIT) consists of fourteen teachers and specialists that work to understand our school improvement plan through data analysis. These teachers and specialists are responsible for disseminating information to their own teams. They are also integral in the professional learning at Kingsley and have led many professional learning activities in the school as well as at the district level.

Over the past several years, we have been refining our structures of professional learning communities. We are committed to understanding the Illinois Learning Standards and the impact on what learning is essential for our students to be secure or exemplary. In addition, we have embraced embedding Social Emotional Learning (SEL) in our daily practice. Our Student Council also provides leadership opportunities for our students and empowers them to create positive change in the Kingsley community. Our kindergarten through fifth grade students are a part of student council and their goal is to model and embrace Kingsley KNIGHT traits of kindness, nobility, involvement, generosity, honesty, thoughtfulness, and sincerity.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Kingsley engages in a continuous school improvement process. Multiple school-based teams including the instructional support team, teacher-led professional learning communities, and the school improvement team have worked collaboratively to identify and assess building needs, discuss action-based data analysis, conduct professional learning, monitor student learning and adjust instructional planning. Based on a review of accountability assessment results, a determination was made to implement a co-teaching model in order to address the achievement gap beginning in kindergarten, second and fourth grades.

A motivating factor was addressing the needs of our students with educational disabilities effectively. Professional learning and implementation of the co-teaching model began in the spring of 2017, where we began by intentionally placing students in classroom settings with reduced class sizes and based on academic needs. Throughout the 2017-2018 school year, co-teachers, including general education teachers and specialists, engaged in professional learning to build a solid understanding of co-taught models and teacher roles and responsibilities. Staff worked with instructional coaches to optimize pedagogical practices, lesson plan using essential standards, and maximize the use of all resources. The year concluded with careful analysis of student accountability data (using PARCC results) which indicated an 11% proficiency increase in the area of reading and a 4% proficiency increase in the area of mathematics for the whole school. Additionally, students of economic disadvantage evidenced a 40% increase in reading proficiency. Furthermore, White students' proficiency increased by 14% in the area of reading.

To support the implementation of co-teaching, professional development also focused on improving the effectiveness of Tier 1 instruction for the benefit of all students. We used the work of John Hattie to guide this learning. Our data provides further evidence that the purposeful work of improving core instruction, impacted all students, including those in subgroups. While one year does not make a trend, the results are a celebration of the overall growth Kingsley has made with targeted strategies for academic success. The practice has continued throughout the 2018-2019 school year, with extension to the areas of co-teaching involving reading specialists and English Language teachers. While we are seeing improvement in our students with educational disabilities, the most significant impact has been with students of economic disadvantage. Our local assessment and standards-based reporting data continue to show a positive trend in student achievement in reading and writing. Our school improvement efforts continue to focus on meeting the needs of all students using this model.