

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. Kimberley Rutan

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

Official School Name Madison Elementary School

(As it should appear in the official records)

School Mailing Address 611 South Madison Street

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

Hinsdale IL 60521-3982
City State Zip Code+4 (9 digits total)

County Dupage County

Telephone (630) 861-4100

Fax (630) 655-9742

Web site/URL

https://www.d181.org/schools/madis
on-school

E-mail krutan@d181.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. Hector Garcia

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail hgarcia@d181.org

District Name Hinsdale Community Consolidated School District 181 Tel.

(630) 861-4900

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 Mr. William Merchantz

(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):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 9 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	32	31	63
1	44	40	84
2	38	37	75
3	54	41	95
4	41	30	71
5	41	35	76
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	250	214	464

*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
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 8 % 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: 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, 2017 until the end of the 2017-2018 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2017	442
(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: 4%
19 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Mandarin, Spanish, Cantonese, Lithuanian, Polish, Japanese, and Urdu

7. Students eligible for free/reduced-priced meals: 1%
 Total number students who qualify: 6

8. Students receiving special education services: 11 %
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>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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%	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 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. 2009

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

To provide a premier educational experience that teaches students to be critical thinkers and enables them to achieve their full potential - academically, socially, and emotionally. Our vision is to be a community school where students develop the skills they need to change the world and the confidence they need to do it.

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

Madison is a neighborhood elementary school located in the affluent village of Hinsdale, Illinois. Over the past several years, Madison has seen an increase in student enrollment and serves a wide variety of students with an increasing enrollment of students from around the world. Madison is fortunate to have a very supportive and involved parent community and students who come with diverse experiences both inside and outside of the classroom. In 2009, the Department of Education recognized Madison for outstanding work and granted the Blue Ribbon Award. Today, over 67 faculty and staff members work together as a team to provide an exceptional educational experience for 464 students in kindergarten through fifth grade.

Madison is a unique combination of tradition and innovation. On the first day of school, the entire school community assembles on the front lawn to celebrate the beginning of a new year. Upon entering Madison School, excitement and positivity radiate throughout the hallways. The vibrant environment the staff, students, parents, and community strive to create from that day forward is one of the key indicators of sustained success. Madison offers students a wide variety of innovative learning opportunities including the weCreate Lab (Madison's STEAM lab), a student Innovation Club, a schoolwide opera performance, and a community-led career day event. The school year ends at Madison just as it begins, with families, staff, students, and community members joining together to celebrate the magnitude of progress achieved through collaboration, communication, innovation, and support.

One of Madison's oldest traditions is a monthly All School Meeting. For more than 25 years, Madison has invited students, teachers, staff members, parents, and community members to gather as a school community. The student-led agenda includes a variety of celebrations and achievements and is linked to monthly social and emotional themes. Agendas shine a spotlight on student leadership, performance, and learning. Topics include: chorus, band, and orchestra performances; school and club announcements; student birthdays; grade level academic updates and student projects; and upcoming community events.

Another of Madison's cherished traditions is the Veterans' Day assembly where the school honors veterans from the community and pays tribute to their service. The leader of the assembly is a World War II veteran who attended Madison School back when it opened more than 90 years ago. Students are mesmerized by the stories he shares about his experience at Madison and look forward to his visit each year. He recently recorded himself reading "In Flanders Fields," a poem he reads to the students every year, so the tradition can live on for generations to come.

A key component to Madison's success is the desire for continuous improvement. Madison has a robust academic program aligned to Common Core Standards. Numerous support systems allow for targeted differentiation and the freedom to adapt and adjust instruction to meet the specific needs of the students. The School Improvement Team analyzes data to determine school and grade level goals for improvement. Common weekly plan time allows teachers the opportunity to meet with specialists to consistently monitor and adjust instruction. Benchmark and target review meetings allow teachers to monitor instruction at and across grade levels and group students for Targeted Learning Time (TLT), an intervention block in which students receive targeted support or enrichment based upon student need. The Madison Problem Solving Team meets weekly to discuss individual students and generate goals for any student a teacher identifies as needing additional support in academic, social, or emotional areas. The Madison Social and Emotional Team meets monthly to review student social and emotional data that is used to develop building-wide strategies to support social and emotional learning.

Madison students have the opportunity to extend their learning and growth opportunities by participating in a variety of experiences outside of the classroom. For example, as part of the Google Incubator Program, fifth grade students visited Google Headquarters to learn about the Design Thinking Process. Students worked throughout the experience to identify and create a solution to a problem facing the Hinsdale community. Students focused on the condition of the roads around the CCSD 181 schools and proposed a solution to the village board. Several elected students attended a Village of Hinsdale board meeting and shared the group's proposed solution. As a result, the village adjusted the scheduled road maintenance and resurfaced the streets around the district schools earlier than originally planned.

Other student enrichment opportunities include Innovation Club, Newspaper, Recess Read Aloud, Cardio Club, Sports Zone, Battle of the Books, Sewing Club, and Chess Club. Student Council representatives decide on spirit days and schoolwide fundraisers for charitable organizations. Additionally, fifth grade students act as leaders and serve on a school Safety Patrol. Their positive actions and support contribute to ensuring the safety of the school during entrance and dismissal times.

Members of the PTO work closely with Madison teachers and administration to ensure programming and funding are at the forefront and support ongoing curriculum advancements. The PTO oversees 30+ committees that plan and execute school-sponsored activities including the hot lunch program, school talent show, and various clubs. The PTO is instrumental in vital parent communication with a comprehensive website and weekly Sunday “eBlasts” highlighting important information for the coming week. Madison hosts relevant speakers, parent night activities, and fundraising events. Parent volunteers are passionate leaders who dedicate countless hours and unique skills to bring to life some of the most popular student activities. For example, High Interest Day is Madison’s annual career day, where third through fifth grade students choose their classes from a wide variety of topics such as cow eye dissection, baking in a cup, and fencing.

Madison School was honored to receive a Blue Ribbon Award in 2009. Over the past several years, the school has seen an enrollment increase and has grown by over 100 students. Even with the retirement of several staff members and the addition of new staff members, Madison has continued to uphold its core values of excellence, dedication, innovation, and teamwork. On any given day, a visitor will see teams of teachers and students collaborating, parents meeting to plan PTO events and enrichments, and retired Madison teachers substituting for teachers serving on a wide variety of district curriculum committees.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Madison teachers create engaging and rigorous lessons that are aligned with the district’s English Language Arts (ELA) curriculum. Every grade level from kindergarten through fifth grade differentiates reading instruction through the use of guided reading. Routinely administered running records allow teachers to create flexible groupings of students based on reading accuracy and comprehension to ensure that all students are working at their instructional reading level. Madison teachers implement a balanced literacy approach in their classrooms based on the research that shows students need explicit reading instruction and exposure to authentic texts.

Because all grade levels have access to iPads and grades 3-5 are 1:1, students can easily utilize district vetted applications and websites to conduct research and showcase their learning. The Fountas & Pinnell Benchmark Assessment System is used at all grade levels in order to determine which students would benefit from a reading intervention. Teachers and specialists come together during benchmark meetings to cross reference the Fountas & Pinnell data with the results from state and local assessments. 85% of Madison students met the benchmark in reading on the 2017-18 Illinois PARCC assessment (The Partnership for Assessment of Readiness for College and Careers) and 89% of students met or exceeded their growth targets as measured by NWEA MAP (Measures of Academic Progress) and ECRA (the district data management system). This data is used to plan for grade level and classroom instruction and to determine instructional plans for students who need additional support or enrichment.

Madison teachers worked together to create and administer writing rubrics to assess students’ constructed responses and ability to respond critically to reading in all subject areas. These rubrics have common language and are aligned from kindergarten through fifth grade as the required skills and expectations build appropriately from year to year.

Madison has several staff members who create a valuable support system for the classroom teachers. The reading specialist, TOSA (Teacher on Special Assignment), four tutors, and two differentiation specialists work diligently to ensure teachers receive necessary professional development and materials to teach students how to master reading and writing skills. They do this by leading Lunch and Learn sessions that highlight different applications and resources offered by the district, co-teaching and planning lessons with classroom teachers, and sharing pertinent research articles and new ideas related to ELA instruction.

1b. Mathematics:

Madison’s math curriculum is guided by the Common Core Standards with a focus on the Mathematical Practices throughout all grade levels. Madison teachers believe a high-quality mathematics curriculum engages students in a balanced approach to developing conceptual understandings, procedural knowledge, fluency, and application of knowledge to solve real-world problems. Students are a community of learners who must be able to discuss, explain, and justify solutions to further develop conceptual understandings.

Teachers utilize a workshop model to better meet the needs of individual students. Math workshop allows teachers to reteach students and extend instruction for those who would benefit from enrichment. Using the workshop model allows teachers to meet students at their instructional level and guide them to the next level through targeted instruction and thoughtful, independent practice. Teachers believe in using manipulatives on a daily basis to make abstract learning concepts more concrete. Students are provided meaningful tasks and are encouraged to persevere in finding solutions. Technology is utilized to further engage and extend student learning.

Differentiation specialists and specialized tutors are utilized to support students identified at data meetings as needing additional support either to reteach or enrich. Teachers meet consistently to discuss grade level

data to ensure the correct students are identified and supported in math. Teachers use a variety of formative and summative data to inform their instruction. For example, 73% of Madison students met the benchmark in mathematics on the 2017-18 Illinois PARCC assessment and 86% of students met or exceeded their growth targets as measured by NWEA MAP and ECRA.

These data are used to flexibly group students and to identify areas of strength and needed growth. The current mathematics goal for Madison is to increase student goal setting and the focus on application of knowledge and mathematical practices. These data-driven instructional practices have empowered the staff at Madison to provide students with the skills that are required to meet their learning needs. Madison believes all students can learn mathematics when engaged in a responsive, supported curriculum.

1c. Science:

Madison's science curriculum centers on the use of engineering design to solve problems. From its introduction in kindergarten, students begin by constructing arguments based on information learned through investigation. This process is scaffolded into the upper elementary years when students also identify criteria and constraints and evaluate the effectiveness of their solutions. The foundation focuses on the Next Generation Science Standards which covers Physical Science, Life Science, Earth and Space Science, and Engineering Design. Through the pacing guide, developed by members of the Science Committee, students utilize textbooks, videos, read alouds, leveled texts, weCreate Lab activities, hands-on experiments, and Google Expeditions as resources for content development. The framework of the curriculum strengthens a comprehensive understanding of content and cultivates fundamental skills such as collaboration, innovation, and communication required in the ever-changing world. Incorporating discovery methods and hands-on learning, students meet and exceed expectations when completing written, multi-level depth of knowledge assessments and performance tasks. Madison is proud that 92% of fifth grade students demonstrated proficiency on the 2018 Illinois Science Assessment and will continue to use this data to assess science instruction and set goals for future progress.

Each year a STEAM kickoff event for the Season of Science begins with hands-on activities in which students can immerse themselves. This leads to Madison's ever-popular annual Science Fair. All students from kindergarten through fifth grade are encouraged to participate. Students choose a project based on interest and follow the inquiry design model to conduct and execute their projects. A display is created, and presentations are given to parents, teachers, and peers. It is a night of inspiration as students share in their exploration of the unknown. It is not a competition but rather a celebration and sharing of learning.

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

Through inquiry, realistic experiences, problem-based learning, and technology integration, teachers create lessons aligned with the district's newly aligned social studies standards and resources. Students learn to become accountable citizens, understand physical environments and global connections, and develop a sense of financial literacy while exploring a wide range of historical people, events, and eras. Students develop the ability to analyze evidence and draw conclusions about the world around them.

Integrating social studies curriculum into ELA allows students to practice reading skills and strategies authentically in a content area. Written responses reflect critical thinking as well as social studies content in order to develop strong writers. Resources support the integration of ELA and social studies by providing teachers with leveled content area books that can be used to teach subject matter during guided reading instruction. Student learning is monitored by district common assessments that link both social studies and ELA in order to consistently integrate skills across content areas.

Inquiry skills engage students in creative and critical thinking. Students learn to construct essential questions, determine credible resources, and gather and evaluate those sources. Students then develop claims using supporting evidence, communicate their learning, and take informed action.

Madison staff members are passionate about curriculum work and serve on multiple committees at both the building and district level, including the district's Social Studies Committee. Madison teachers worked with NBRS 2019

district administrators to write district standards and common assessments and were instrumental in choosing the resources adopted to support teaching the standards. They also provide integral professional development to staff members at our building and across the district.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Arts: Madison students participate in music for 30 minutes twice a week with the goal of improving student skills as listeners, composers, and performers based upon the Illinois Fine Arts Standards. The students develop as singers, explore music through movement, and learn how to recognize and perform rhythms, expressive elements, and staff notation. These skills are applied to learn the recorder and ukulele in addition to percussion instruments. Fourth and fifth grade students have the opportunity to join the chorus and to prepare music for monthly All School Meetings and seasonal concerts.

Fifth grade students have the opportunity to join the orchestra and band. Both ensembles have a rehearsal once a week before school and group lessons during the school day. In these ensembles, students are taught the fundamentals of their instrument including reading notation, posture, hand position, embouchure, tone quality, notes in the first octave of performance range, basic rhythms, dynamics, articulation, and ensemble skills such as balance and blend. The Madison band and orchestra perform three concerts during the school year.

Madison students attend art class each week for 45-60 minutes. The art program is aligned with the Illinois Fine Arts Standards. Students are exposed to artwork from a variety of people and places around the world as well as artistic careers and creative technologies. Student art is displayed throughout the school and community, including the Hinsdale Public Library, Community House for a district-wide art exhibit, and the West Suburban Consortium of Academic Excellence. Every year the culminating experience at Madison is the Spring Showcase where each student reviews his or her portfolio of work from the school year and chooses 2-dimensional and 3-dimensional pieces of art for exhibit at the art show. Students and family members attend the Spring Showcase each year to celebrate student artwork.

Physical Education: Madison School is proud to have been recognized as an Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD) Blue Ribbon school since 2013 and again in 2018. Madison physical education teachers have founded their program based on a philosophy of fitness, skill development, and cooperative play for all. The school motto is "It's Fun to Be Fit," and the vision is that all students will be healthy, skillful, confident lifelong movers. Students receive physical education for 25 minutes daily and Madison boasts a broad-based standards curriculum that is aligned with state (IAHPERD) and district goals as well as SHAPE (Society for Health and Physical Education) and NASPE (National Association for Sport and Physical Education).

Madison offers unique programs such as Cardio Club, Sportzone, and Yoga in the morning before school as enrichment to the core curriculum. These clubs are steeped in fun and socialization with a purpose to jump-start a student's day with brain-based learning. In 2017, Cardio Club was recognized with a Highlight Award from the Northeast District of IAHPERD.

Foreign Language: Madison's Spanish program provides instruction three times a week for fifth grade students. The curriculum is aligned with the American Council on the Teaching of Foreign Language Standards (ACTFL). Students are immersed in the target language with an emphasis on the development of vocabulary acquisition and beginning listening, speaking, reading, and writing skills. Students learn the value of being risk-takers by performing language tasks, dialogues, and songs in front of the class. The

experience of learning a new language teaches empathy and tolerance for other cultures as well as promotes social and emotional skills. Culture is an important component of the curriculum and is infused into the fifth-grade units by learning about the various Latino customs, traditions, and holidays.

Technology/Library/Media: The Madison School Media Resource Center (MRC) is filled with rich literature and is the core of the school. Students come to read and research and leave feeling motivated to become lifelong readers. Teachers come to collaborate and gather resources to support teaching and learning and leave better prepared to integrate technology into their daily lessons. The MRC often has multiple groups meeting for both weCreate Lab and library classes. Madison is fortunate to be staffed with an MRC Director and an Instructional Assistant that allows our MRC to provide full support to students and staff.

Students acquire 21st-century skills through time spent in the weCreate Lab, Madison School's STEAM lab (the first in District 181). The MRC Director collaborates with classroom teachers and designs activities to complement and extend the classroom curriculum through the use of a comprehensive collection of literature, integration of technology, and community resources. Students spend several days each trimester designing solutions to challenges and problems connected to classroom content. A variety of low- and high-tech tools are utilized as students work through the engineering design process. A daily journal is kept as students reflect on their challenges and learning each day.

The Madison MRC offers enrichment activities for students. The Monarch and Bluestem Challenge programs motivate students to read 20 books on the State of Illinois Readers' Choice Awards Monarch and Bluestem lists. Fourth and fifth graders can join the Battle of the Books club where they read literature from many genres, form teams, and compete by answering questions based on the books. Recess Read Aloud is a weekly activity where students gather during recess to listen to a variety of books read aloud by the MRC staff.

3. Special Populations:

Madison's goal is to provide differentiated and targeted instruction and support for students while assessing instruction and making adjustments based upon student need. Madison's school improvement plan focuses on both student growth and proficiency to determine school goals. Each grade level team develops specific goals and strategies based upon student need. Classroom teachers work with a variety of specialists and support staff to review student data and plan for future instruction.

Each grade level meets with teams of specialists to design instruction for students. Teachers collect a variety of data and meet for benchmark and target review meetings at a minimum of five times per school year. Madison has a designated "Target Learning Time" scheduled for each grade level to allow staff to support students in small groups and differentiate instruction. Students can receive extra support using Leveled Literacy Instruction (LLI), extra guided reading, pre-teaching or re-teaching math support, or focused work on student response to reading and application of critical thinking skills. Differentiation Specialists support students who need additional enrichment based upon pre-assessment data, classroom performance, and standardized assessments. Classroom teachers meet with guided reading or math groups during this time. Madison's current area of focus is on increasing the rigor of independent tasks. The goal is to increase student independence and the ability to demonstrate knowledge and critical thinking skills without direct teacher support.

Madison has a designated time each week to meet and discuss students referred to our Individual Problem Solving (IPS) Team. The team includes our Pupil Service Administrator, School Psychologist, Classroom Teacher(s), and whomever else the team determines would be helpful in creating a plan for the referred student. The goal of IPS is to develop plans for specific students needing additional intervention, enrichment, or social, emotional, or behavioral supports.

Madison provides special education to learners with a diverse set of needs including Developmental Delay, Specific Learning Disabilities, Autism, Hearing and Vision Impairments, and Other Health Impairment. Services are provided by certified special education teachers; a social worker; a school psychologist; occupational, physical, and speech therapists; and a BCBA. The district contracts with a cooperative for low

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incidence vision and hearing services. Most students receive at least some of their support in the general education classroom with typically developing peers. The district has provided new resources and training for special education teachers in the areas of reading and math that has allowed Madison to seamlessly align specialized instruction to classroom instruction and instructional standards. At the conclusion of the 2017-18 school year, 89% of Madison special education students met their growth targets in reading and 81% in math according to NWEA and ECRA.

Madison has a diverse English language learner (ELL) population including a number of students new to this country. Students receive sheltered instruction by a certified ELL teacher with instruction geared to students' English proficiency levels. Students have access to books in their native language to strengthen literacy skills which transfer to the target language. At the conclusion of the 2017-18 school year, 86% of Madison ELL students met their growth targets in reading and 72% in math according to NWEA and ECRA.

Many of Madison's ELL students have won first and second place awards in the statewide elementary poetry contest sponsored by Illinois Teachers of English to Speakers of Other Languages. Madison's ELL teacher instructs an English class for parents to enable them to participate in their children's education. Madison's parents are also encouraged to participate in the district's four ELL Nights to explore topics such as family literacy and math activities.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students benefit from the vast academic and social and emotional opportunities staff and administrators cultivate. Madison supports the whole child and offers a wide variety of activities for students. Learners benefit socially and emotionally from instructionally embedded learning and classroom lessons tied to monthly themes aligned with social and emotional common core standards. The Madison Social and Emotional Learning Team meets regularly to support teachers with utilizing research-based interventions such as Calm Classroom, The Zones of Regulation, and Check and Connect, a mentorship program for students identified through collected data as requiring various supports.

Madison collects a variety of social and emotional data to help drive instruction and plan for student needs. The CSCI (Comprehensive School Climate Survey) provides valuable data to set goals for improvement. The 2018 survey data indicated all areas in the positive range and allows the building to focus on students "sense of social emotional security" and "social media" as two areas for continued growth as the scores were in the neutral range. The Madison School Improvement Team and Social and Emotional Team developed plans to address identified areas. The current plan includes increasing classroom meeting time to allow for more direct instruction in social and emotional strategies and social media use, increasing leadership opportunities for students, and adding additional digital citizenship lessons to social and emotional classroom lessons.

Madison educators embrace the importance of building positive relationships with students and recognizing diversity in learners. This is evident in their commitment to opening dialogue with students and encouraging self-expression through the use of mood check-ins or through offering movement breaks, flexible seating options, and regular use of differentiated instruction. Students practice leadership with opportunities such as peer mediation and safety patrol, a program whereby students aid in the supervision of their peers during arrival and dismissal. Kind, safe, and respectful behavior are of paramount importance at Madison. Staff regularly recognizes all learners who demonstrate these behaviors and allow them to sign a student BINGO board for additional positive feedback.

Just as students receive encouragement and recognition for academic risk-taking, leadership, and positive behaviors, staff members receive similar opportunities. The Madison staff BINGO board shares appreciation for staff efforts to support the Madison community and their own professional learning. During regular collaboration time, problem solving meetings, and professional development, teachers are empowered to pursue new approaches and benefit from the expertise of their peers and leaders in the field. Staff members are encouraged to highlight their work and share knowledge with the Madison community at weekly staff meetings, All School Meetings, and professional development opportunities. Staff benefit from social engagement through monthly staff luncheons and various team building activities. The CSCI data indicates all school climate areas in the positive range for Madison staff with scores of 4.7 (out of 5) in "school connectedness and engagement," 4.8 for "social supports," and 4.5 for "professional relationships."

2. Engaging Families and Community:

The commencement of each school year at Madison exemplifies its commitment to parent and community involvement. Parents, students, staff, and community members join together on the beautiful grounds and to share in the excitement of a new year of learning. Partnerships with Madison families and the community are vital to the success of Madison. Parents serve as an invaluable resource to the Madison community through active participation in the PTO. Madison parents provide ongoing social, emotional, and academic support through many activities including the holiday gift program designed to give back to low-income community members, and Art Awareness, parent-led lessons that foster appreciation for the arts. Parents frequently receive resources and communication about their child's progress academically, socially, and emotionally through weekly e-Blasts and Principal's Corner communications, teacher newsletters, and opportunities for regular progress meetings with staff. The CSCI data for parents indicates school climate areas in the positive range for Madison parents with a score of 4.3 (out of 5) in "school

connectedness and engagement.”

Teachers and parents embrace and foster collaboration and communication. This is evident through monthly All School Meetings in which all students, staff, parents, and community members are invited to attend an assembly to celebrate learning and share information about progress at Madison. Madison’s Kids Care Club, a program that allows students to build empathy and demonstrate kindness for others, has parent chairs who collaborate with members of the school’s Social and Emotional Team to plan fundraisers for charitable organizations and write grants for recess equipment and other needed supplies. Teachers invite parents to participate in the classroom as room helpers and guest readers. Parents regularly attend and participate in special events in physical education, music, and art - such as through *George of the Jungle*, a gymnastics unit encouraging parent participation; the December Sing, a schoolwide musical performance; the Spring Showcase, an evening celebration showcasing student artwork; and *Opera for the Young*, a schoolwide opera performance.

Community members and organizations provide regular support to and collaboration with Madison throughout the school year. At High Interest Day, parents and professionals from within the community provide engaging learning opportunities about various career paths. The Dash and Bash, a celebration of fitness and community togetherness, allows for teachers, parents and community members to offer their time and monetary support to raise funds for essential support from Madison’s PTO. Madison’s Veteran’s Day assembly invites the Madison community and its veterans to pay respect and appreciation to those who have served our country. The Madison community recognizes that learning extends beyond the classroom and students participate in numerous community events including The Walk for Autism, Rotary Run, and Community Holiday Gifts.

3. Professional Development:

Madison is made up of a dedicated staff with unique talents and areas of expertise that allow for a variety of professional development opportunities. The staff utilizes these specialized interests to meet the diverse needs of our students. Staff members support and challenge each other which results in continuous improvement. At the beginning of each school year, the school improvement plan targets specific strategies for addressing areas of math, literacy, and social and emotional learning. Staff members who have an area of expertise share their knowledge and teach other staff members through dedicated staff meeting time, lunch and learn opportunities, and weekly grade level collaboration time. Some examples include a “Book Tasting” focused on innovation and improving professional practices, Apple training to increase technology integration in the classrooms, and teacher-led passion projects that allow teachers to explore areas of professional interest and share their learning with others.

The District Staff Development Committee (comprised of teachers representing various schools and grade levels/subject areas, building administrators, and district administrators) plans the staff development opportunities for the school year. These sessions are based on a combination of district initiatives and staff professional needs. Madison teachers are represented and actively serve on each of the district subject area committees and often facilitate sessions to provide both building level and district professional development. In preparation for these professional development opportunities, subject area committees develop agendas in order to meet the needs of students. These meetings allow teachers the opportunity to clarify district objectives, share best practices in instructional strategies, and validate curriculum and assessments.

Regular benchmark team meetings gather a variety of staff members to discuss the needs of students at each grade level, small group, and individual level. Data collected through standardized testing as well as classroom assessments and observations frame these discussions. The primary goal is to identify and plan for the needs of students whether that be intervention, enrichment, or anything in between. In addition to creating plans for classroom interventions, these meetings also provide a valuable opportunity for building professionals to engage in professional conversations regarding the academic growth and progress of individual students and classroom instruction.

teacher's professional development. Tenured staff members are provided a budget to engage in individual professional development outside the district in order to meet their individual goals. Attendance at these seminars allows for teacher interests to be developed. Furthermore, teachers bring back their learning to share with their colleagues. Non-tenured teachers are assigned a mentor within their building to support their growth.

All of these professional development and reflection opportunities impact positive change among the teachers and administrators thereby promoting student growth and achievement.

4. School Leadership:

Madison School firmly believes in a collaborative approach. The principal's role is viewed as one to empower others to become better at what they do, to achieve greater levels of skills and abilities and become more productive teachers and students in the process. Madison embodies a team approach so that when the team succeeds, everyone shares in the success. The principal frequently seeks feedback from stakeholders affected by decisions made in the building. This collaborative method allows for all members of the learning community to have a voice in the decision-making process which fuels accountability from all stakeholders. The staff, students, and parents have a clear vision of the big picture and how all the components interact to make the school a positive learning environment for each and every student.

Madison School is a place where collaboration, innovation, and positivity are recognized and celebrated. Teachers work in teams and across grade levels to ensure they are providing a comprehensive educational experience for all students. The school leadership philosophy is one that encourages constant collaboration and is structured to allow for innovation. The School Improvement Team is comprised of members from each grade level team, as well as representatives from all specialized areas. The team works to align school improvement goals across the building by reviewing data, setting grade level and building goals, planning for professional development, problem-solving, and brainstorming new ideas.

Teachers consistently seek opportunities to expand their knowledge and experience base and are willing to share with colleagues at the school level, district level, and beyond. Madison teachers have presented at various district institute days, attended and presented at conferences outside of District 181, earned distinctions such as Seesaw Ambassadors, Distinguished Apple Teachers, Apple and Google Certified Teachers, and started a technology cohort which is held at Madison.

Some recent examples of this collaborative approach include the Madison weCreate Lab and the plan to increase critical thinking across the building. The idea for both examples started with a few teachers and students who wanted to try something new. The staff developed a strategy for implementation and worked to build teacher capacity and PTO support and funding. The result of this plan for continuous improvement allows Madison to remain at the forefront of education and innovation. Teachers and students are entrusted to follow their passions resulting in infinite cycles of meaningful enhancements that start organically and blossom not only across our building but across other schools in the district. A key indicator of success is the fact that teachers and students are encouraged to seek out new ideas with the full support of the building and district leadership and the school community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one example of Madison’s approach to education can be seen in the creation and implementation of the weCreate Lab. This example illustrates the drive and motivation of Madison staff, students, and community. Teachers are constantly collaborating to improve and adjust instruction for students and they seek out opportunities for new learning and new ideas. Creative thinking, integration of writing and critical thinking, and a continuous desire for improvement are the key components to Madison’s continued success.

The weCreate Lab, which stands for Coding Robotics, Engineering, Art, Technology, and Exploration, is a vital part of the Media Resource Center (MRC) and Madison School. The idea started in 2015 with a group of teachers who were passionate about integrating technology education into our curriculum and classrooms. The School Improvement Team (SIP) decided to start small to build the capacity of staff and began to research ideas for current trends in STEAM labs, technology integration, MakerSpaces, and innovation labs. The team approached the PTO to help raise funds to purchase new materials that would enhance instruction across the building. A group of teachers started Innovation Club where students participate in different classes utilizing the new resources and exploring engineering design. The topics include circuitry, coding, building, exploration, and teamwork and collaboration. The SIP team researched different schools around the country that had the type of innovation lab Madison was hoping to achieve. A group of team members including Madison teachers, PTO members, District Administrators, and a Board of Education member visited several schools around the Chicagoland area to view different spaces, learn new ideas, and create a plan for Madison. The Madison Technology Committee developed a plan for implementation and professional development and began to work on curriculum development and a schedule for weCreate time. The PTO was instrumental in not only funding but also raising parent awareness and excitement for the first weCreate Lab in the district. The finished lab opened in Fall 2017 and is a key example of Madison’s innovation and community approach to the school environment.

The SIP and Technology Committee and our MRC Director are constantly working to increase teacher capacity and provide ongoing professional development to teachers in order to seamlessly integrate technology and the engineering design model throughout the school environment. Today, the weCreate lab is used on a daily basis to enrich and engage students. It is a vibrant learning space and the engagement of students is a testament to its success. Students, teachers, and parents alike can be heard talking about the weCreate lab and it has become a tangible example of what makes Madison unique.