

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 100 North Prospect Avenue
(If address is P.O. Box, also include street address.)

City Clarendon Hills State IL Zip Code+4 (9 digits total) 60514-1230

County Dupage County

Telephone (630) 861-4401 Fax (630) 655-9721

Web site/URL https://www.d181.org/schools/prospect-school E-mail kcummings@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 E-mail hgarcia@d181.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 Ms. Margaret Kleber
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 14 | 29 | 43 |
| 1 | 26 | 22 | 48 |
| 2 | 33 | 27 | 60 |
| 3 | 28 | 23 | 51 |
| 4 | 37 | 24 | 61 |
| 5 | 34 | 37 | 71 |
| 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 | 172 | 162 | 334 |

*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
 - 13.2 % Asian
 - 0.1 % Black or African American
 - 8.7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 71.2 % White
 - 6.7 % 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 2019 - 2020 school year: 2%

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, 2019 until the end of the 2019-2020 school year | 3 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 5 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 8 |
| (4) Total number of students in the school as of October 1, 2019 | 366 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.02 |
| (6) Amount in row (5) multiplied by 100 | 2 |

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

English, Arabic, Greek, Gujarati, Mandarin, Mongolian, Portuguese, Russian, Spanish, Tamil, Telegu, Cantonese, and Italian

English Language Learners (ELL) in the school: 3 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 14

8. Students receiving special education services: 12 %
40 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>7</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>14</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 16 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 16 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 9 |
| 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 21:1

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

| Required Information | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 94% | 95% | 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 2020.

| 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.

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.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Prospect families were given the opportunity to choose either a five days per week AM/PM hybrid option or a full remote option for the 2020-2021 school year. The first day of school was on September 8, 2020, with 91% of students participating in the hybrid option and 9% of students participating in the full-remote option at Prospect.

Hybrid students attend a half-day in-person (two and one-half hours) either in the morning or in the afternoon. While the students are remote learning from home, they participate in asynchronous work in ELA (English Language Arts), social studies, science, art, music, and P.E on their school-issued iPads. Classroom teachers provide one hour of asynchronous work in ELA and math, and the District Specials Teachers provide learning opportunities in P.E., music and art several times per week. Each grade level has a designated teacher for social studies and science. Hybrid students are expected to participate in asynchronous work for two and one-half hours per day, for a total of five hours of learning daily.

If students in the hybrid class test positive for COVID-19 or need to quarantine due to being a close contact, they are placed into a full remote classroom. Teachers follow grade-level pacing guides with tight alignment across all grade levels to ensure consistent continuity of learning.

Our most vulnerable subgroups of learners have the opportunity to attend school full day with our

innovative “Panther Prep” program. Teachers and Instructional Assistants give students additional academic support with their asynchronous work. During this time, students also receive their special education and/or EL (English Language) services. Additionally, students receiving Tier 2 interventions are invited to return to school during the asynchronous part of the day, as not to miss core content instruction in the classroom.

Students in the full-remote learning model also engage in half-day synchronous and half-day asynchronous learning. Remote students receive live core instruction in reading, writing, math, art, music, and P.E. for the regular school day. Asynchronous instruction in social studies and science is provided similarly to their hybrid-learning peers.

Whether students participate in the hybrid or full remote model, all students are supported by Prospect and other District staff. Both hybrid and remote students with IEPs or 504s have individualized remote or hybrid learning plans aligned to their specific learning goals. Students who receive EL and/or additional reading intervention services receive them either in-person or via Zoom.

On April 5, 2021, Prospect School will be moving to a full in-person model five days a week, and families were able to choose either full in-person or full-remote learning models. When the model begins, 92% of students will be participating fully in-person and 8% will continue learning remotely.

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

PART III - SUMMARY

Prospect School is one of seven neighborhood elementary schools in Community Consolidated School District 181, located in the Village of Clarendon Hills, in DuPage County Illinois. During the 2020-21 school year, Prospect is serving 334 students in grades K-5.

As the second-largest elementary school in the district, Prospect celebrates a diverse population of learners, including 11 languages spoken at home. Each grade level has a daily “WIN” (What I Need) block. During this time, students’ unique needs are supported by a wide variety of staff members. Not only do Prospect students have a solid sense of being a part of and contributing to their local community, but the students also demonstrate global citizenship. Service-learning projects include an annual toy drive for Hope Children’s Hospital; collections of food, clothing, and supplies for the local nonprofit, People’s Resource Center, and our sister school, William Penn Elementary School in the Lawndale neighborhood of Chicago; and raising money to build a well in South Sudan, Africa. These experiences enrich the students’ awareness of the world outside the parameters of their community. Focus on sustainability and the environment is championed with our EcoPanthers Club and the Prospect Outdoor Learner Center.

Celebrations are the backbone of the Prospect community, with old and new traditions being of utmost importance. Each day begins with a moment of silence, the Pledge of Allegiance, recognition of student birthdays, and our Prospect motto to “Work hard, be kind, and amazing things will happen.” The first day of school is celebrated in an all-school assembly, including the introduction of the year’s theme, the singing of the school song, and a performance by the teachers to get the students excited for another amazing year of learning. Students love finding themselves in the annual all-school photos posted throughout the building. The fall is filled with Walk to School Day, the yearly Dash n’ Bash fundraiser, a Halloween parade, and an amazing Veteran’s Day assembly. The multicultural Holiday Sing recognizes the musical talents of staff and students before Winter Break. Assemblies that celebrate diversity and support the community’s social and emotional needs are presented throughout the year. In the spring, the entire community looks forward to the Wheel of Wisdom trivia competition and Field Day. When the last day of school arrives, fifth graders are clapped-out of the building with all of the fanfare of a parade. The Prospect community is truly a family, and many former students return as members of the high school “Invitation to Teach” program.

Learning at Prospect extends well beyond the classroom. Strong communication and partnership with parents foster the involvement of families in a variety of extracurricular activities. With the support of building leadership and an incredibly generous Parent Teacher Organization (PTO), teachers are able to provide a variety of learning and growth opportunities. The PTO plans and executes programs and opportunities such as hot lunch, clubs, fundraising activities, and a bike rodeo which ensures safe travel to and from school. The PTO has funded Flexible Seating for many classrooms, technology to aid in classroom and virtual learning, and has raised funds to create and supply the Prospect Innovation Lab (iLab), which provides STEAM activities for all learners. Also, the PTO sponsors an annual “One Book, One School” event, providing each family with a copy of the same book to read together. The love of reading is fostered throughout the greater Prospect community, strengthening each family’s connection to literacy, building a community of critical thinkers and life-long learners.

Like the rest of the world, the Prospect community was rocked by the introduction of the Covid-19 virus. When teachers and students left the building on March 13, 2020, everyone thought that learning would continue as usual in a few short weeks. Through constant, supportive communication and innovative practices, learning evolved into a model that worked well for all stakeholders. iPads, hot spots, and meals were delivered to families by the Prospect Panther (AKA the principal) to ensure that student learning could continue to thrive in the midst of the unknown. To resume some semblance of normalcy, our morning announcements and celebration of students continued from our homes. Many families required extra assistance to access their children’s learning. Through phone calls, emails, and home visits, teachers and staff reached out to ensure that they received the technological, educational, and emotional support necessary.

Despite limitations due to COVID-19 restrictions, the small group environment has led to the historically

highest NWEA MAP scores that the District has seen. The goal of all students returning to school full-time will be realized in April 2021. The Prospect School family is ready to celebrate achievements and learn together again.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Built upon the Common Core Learning Standards, Next Generation Science Standards, and Illinois Learning Standards, with social and emotional objectives for all learners, the curriculum at Prospect School is rigorous and encourages students to be critical thinkers. District 181's Subject Area Committees (SACs) create pacing guides and assessments, ensuring common learning experiences for students across the district. Prospect teachers serve on all SACs, including math, English Language Arts (ELA), social studies, and science. ELA and mathematics follow cyclical pacing guides, providing standards to be introduced, reinforced, and mastered; while science and social studies pacing guides are separated into units, with standards for instruction that are often integrated into ELA and other subject areas.

Prospect teachers create engaging and rigorous lessons aligned with district curricula responsive to the needs of learners, maximizing each student's potential. Students of all ages share responsibility for their academic growth and achievement, striving to meet daily learning targets. Analysis of formative, summative, and anecdotal data guides instruction and allows teachers to examine the effectiveness of the core curricula. Students are benchmarked in fall, winter, and spring using NWEA Measures of Academic Progress (MAP), AimswebPlus, and the Fountas and Pinnell Benchmark Assessment System (BAS). The Kindergarten Individual Development Survey (KIDS) is used to identify the skills and needs of Prospect's youngest learners. District common assessments are completed at the ends of each trimester in ELA and each unit in math, science, and social studies. Grade level teams meet weekly to review data collected from formative and summative assessments to inform instruction, guide reteaching and enrichment opportunities, and group students within the classroom flexibly. Teachers also collaborate with specialists to review data and provide students with opportunities for tiered instruction outside of the classroom.

Through participation in a balanced literacy model (including interactive read-alouds, shared reading mini-lessons, guided reading, phonics instruction, and writing activities), Prospect students are fully immersed in the ELA curriculum. While all students participate in interactive shared reading and mini-lesson experiences, analysis of formative and summative assessments guides small group instruction.

During the daily, hour-long math instructional block, Prospect students are immersed in a high-quality mathematics curriculum and develop procedural knowledge, fluency, and application of knowledge to solve real-world problems. Students must be able to discuss, explain, and justify solutions to further develop conceptual understandings. The curriculum promotes diverse thinking through modeling, journaling, and complex problem-solving approaches. A three-tiered model of instruction (on-level, advanced, and accelerated) is introduced in grade three and remains through elementary and middle school. Assessment data guides small group instruction, differentiation, and individual student goals, and enrichment and reteaching opportunities are provided by Prospect's Differentiation Specialists and District Math Specialists.

The use of engineering design and inquiry to solve problems lies at the core of Prospect School's science curriculum. Teachers model and provide opportunities for students to comprehend science concepts by utilizing texts, STEAM activities, and hands-on experiments. Students actively construct knowledge by observing, questioning, problem-solving, predicting, evaluating, and communicating ideas. The Prospect iLab provides a variety of tools, allowing students to explore the areas of STEAM with engaging projects.

The social studies curriculum at Prospect School guides learners toward becoming impactful citizens, an understanding of physical environments and global connections, and developing a sense of financial literacy while exploring a wide range of historical people and events. Through inquiry, texts, and realistic experiences, students engage in creative and critical thinking. Students learn to construct essential questions, evaluate sources, communicate their learning, and take informed action.

In the blink of an eye, Covid-19 restrictions demanded that changes were made to Prospect School's curriculum and instruction. In March 2020, eLearning via online platforms (SeeSaw for K-2 and Google Classroom for 3-5) was utilized until the ISBE guidelines for remote learning and video conferencing were later introduced to students and teachers for the first time to deliver instruction and assignments. Teachers

and staff were accessible to students and families through the use of District-provided iPads for classroom instruction, interventions, and special education-related services.

With the introduction of the hybrid and remote learning models in the fall of 2020, shifts were once again necessary to instructional practices due to scheduling; limitations on shared furniture, equipment, and materials; and social distancing constraints. District SACs identified priority standards for each grade level, created pacing guides unique to the 2020-2021 school year, and modified common assessments as needed. Most formative assessments are now being delivered via Mastery Manager, a web-based assessment tool, creating a common testing experience for students regardless of their learning model. Adapting to the changes, Prospect teachers continue to diligently plan challenging learning experiences aligned with the priority standards that meet the diverse needs of their students. Thoughtful discussions in ELA, hands-on math activities, small group instruction, and tiered learning remain a high priority in both hybrid and remote classrooms.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

Prospect School is committed to the whole child development, providing extensive learning experiences in visual art, physical education, technology, music, and world language programs, aligned with the Illinois State and National Learning Standards. Fostering personal achievement in the arts, athletics, and extracurricular activities is one of the 10 guiding principles of District 181 and an area in which Prospect excels.

Each week, Prospect students have the opportunity to learn and create in the Visual Arts Program. Kindergarten and first grade meet for 45 minutes, while second through fifth grade students attend art for one hour. Artwork from different cultures, places, and people throughout history is explored, and the experience is enhanced by exhibition opportunities at the school, district, regional, and state levels. Students learn the Studio Habits of Mind to help develop problem-solving skills, explore a variety of 2D & 3D media, and make connections to global communities.

Prospect's Physical Education program has been recognized by the State of Illinois as a two-time IAHPERD Blue Ribbon award-winning program, most recently awarded in 2018. This Blue Ribbon evaluation process requires demonstration of national- and state-aligned curriculum, learning outcomes, differentiation, instructional strategies, assessments, and creativity. Students in first through fifth grade receive P.E. instruction daily for 25 minutes, and Kindergarten classes attend twice weekly.

Prospect's Media Resource Center (MRC) is filled with rich, diverse literature. The teacher-librarian provides experiences that encourage students' joy of reading, improve inquiry and research skills, and strengthen their digital abilities and citizenship skills. In collaboration with the librarian, curriculum supporting research and STEAM activities are implemented at each grade level. All classes attend MRC once a week for at least 30 minutes but have the opportunity for frequent book checkout.

Music classes use Orff and Kodaly processes to actively engage students in the modalities of music: singing, playing, moving, creating (composing and improvising), listening, reading, and writing. Students use ukuleles, recorders, xylophones, and percussion instruments as tools to access musical ideas. A diverse repertoire for students to make connections to the world around them and practice social-emotional skills is included in the curriculum. All students receive music instruction twice weekly, with 20-minute sessions for kindergarten and 30-minute sessions for all other grade levels. Additionally, fifth graders have the opportunity to join band or orchestra, meeting weekly before school for 45 minutes and for 30-minute small

group lessons within the school day. Instruction is focused on posture, characteristic tone quality, rhythm and pitch, and fluency of playing, culminating in three performances over the school year.

Traditionally, Spanish instruction begins in 5th grade, meeting three times a week for 30 minutes. The program develops students' confidence in speaking, provides an introduction to reading and writing in the target language, and offers an appreciation for Hispanic cultures. Students engage in developmentally appropriate activities including music, movement, and interpersonal practice.

While Spanish instruction has paused because of Covid-19, the other programs have continued asynchronously. Experiences such as Fine Arts Night, Battle of the Books, Field Day, and a variety of musical performances shifted to virtual platforms.

3. Academic Supports:

Prospect School teachers and staff work diligently to provide the highest quality of instruction to best support all learners, maintaining an inclusive environment. To ensure all students receive high-quality core instruction, curriculum time in both language arts and mathematics is safeguarded to ensure students experience valuable instruction with their general education teachers and peers. Related services are provided during WIN (What I Need) time, without impacting instruction of core curriculum.

Benchmark and data review meetings are held approximately every six weeks. A team of grade-level teachers and reading specialists, and the differentiation specialist, principal, pupil services Administrator, and school psychologist meet to discuss student progress in the core academic areas and collaborate to determine the need for interventions, enrichment, and further differentiation.

Students falling below the 40th percentile on benchmark assessments are provided targeted interventions up to 30 minutes, which take place 4-5 times per week in small groups or one-on-one, depending on need. Remote students receive interventions via Zoom. While receiving interventions, students are progress monitored and assessments are reviewed every six weeks to determine if interventions will continue or need modification. If a student needs additional support to make progress, an Individual Problem Solving (IPS) meeting is scheduled to further discuss current classroom data, classroom performance, and social-emotional and behavior needs.

Targeted data review for each student with an Individualized Education Plan (IEP) occurs at the end of each trimester to monitor student growth and ensure progress toward individualized goals. Adjustments to students' plans are made as needed. Related services use rubrics to determine the level of need and intensity of support services.

To promote consistency of service for students, teachers co-plan to ensure special education instruction and related services relate to grade-level core curriculum content and state standards. Prospect staff utilizes flexible grouping, creative scheduling, and provides professional development opportunities for teachers to best meet the needs of all learners.

For students already meeting or exceeding learning standards, grade level teams meet weekly to analyze student performance on formative and summative assessments. Students performing one to two standard deviations above the grade level's mean receive instruction that either enriches, advances, or accelerates the core curriculum. Differentiation specialists provide support to teachers to facilitate differentiating the core curriculum within the classroom, as well as additional small group instruction in ELA and math.

Prospect School follows the District policy and criteria for early entrance into kindergarten, full grade, and single subject acceleration, reviewing all assessments and required documentation to

determine academic outliers. Individual learning plans are then developed, as needed, for learning target achievement.

Prospect School's Transitional Program of Instruction for English Learners' mission is to support English Learners in their language development through an asset-based approach. EL students are assessed annually with the WIDA ACCESS state assessment to carefully track our growth in English language development. Communication with EL families is key to promoting a welcoming environment. Prospect teachers work to establish and maintain relationships with all families, encouraging active participation in their child(ren)'s education.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Prospect is a community that strives to provide all students with academically rigorous yet positive and nurturing learning experiences. Learning is based on meeting or exceeding state and national standards with a student-centered focus. Through the many social-emotional activities and academic experiences Prospect offers students, students are encouraged to tap into their potential as individuals and grow their talents.

Students at Prospect have opportunities to participate in a wide variety of after-school clubs and enrichment activities, including Ukulele Club, Chess, Running, Eco Panthers, Choir, STEAM (Science, Technology, Engineering, Art, and Mathematics), and Battle of the Books. The Peer Mediation Leadership program is geared towards older students who can demonstrate their leadership skills. Peer leaders create and share inclusive recess activities and assist younger students to solve social conflicts. Girls Inspiration Club is aimed toward girls in the intermediate grades. This club provides opportunities for empowerment and includes the support of the women leaders in the community.

The Social-Emotional Learning for Academic Success (SELAS) committee at Prospect School provides students with activities throughout the year that promote a positive school climate and foster student well-being. Each year, Prospect School identifies a school theme such as “kindness”. Classrooms engage in activities that promote kindness. A schoolwide behavior incentive program, or “Prospect Pride,” improves confidence and recognizes positive behavior choices. Students earn Prospect Pride cards and prizes that reflect their efforts.

The transition to remote and hybrid learning this past year highlighted Prospect’s strong sense of community. In response to the shift to a hybrid learning model, Prospect strengthened and expanded its SELAS practices to include “Mindful Mondays”. Each week, classrooms and teachers create videos for all students and families that are geared toward strengthening self-control and improving social and emotional coping skills. Staff and students alike enjoy video activities such as calming body scans, deep breathing, mindful drawing, and yoga. Additionally, classroom teachers institute calm activities which include daily mood check-ins, calming music, and daily journaling time as a means to promote student well-being.

Prospect’s commitment to engaging students did not falter with the transition to remote learning in March 2020. Prospect staff went above and beyond state mandates. Daily instruction of the curriculum continued seamlessly. Each day the principal sent announcements and birthday celebrations to students. Prospect staff and PTO provided communication and engaging school-wide activities with students and families virtually. Some activities worth noting include show and tell, lunch with the teacher, and mystery readers. In spite of the pandemic, Prospect’s strong sense of community and high level of connectivity and engagement with students and families continued to nurture the school community. Throughout all of the challenges, our students are thriving.

2. Engaging Families and Community:

Upon entering Prospect School, the sense of family is abundantly clear. Students, staff, and families feel welcome and appreciated. This greater community is the strong foundation upon which the Prospect family is built.

Strong and consistent communication from school leadership and the Parent Teacher Organization (PTO) keeps families informed of all of the exciting events and extracurricular activities within the Prospect community. Parents are informed about opportunities for involvement such as volunteering in the Media Resource Center (MRC), fundraising opportunities, organizing school supplies, book fairs, STEAM week, and much more. Many of these programs have been able to continue virtually in the wake of Covid.

The Prospect PTO enriches, enhances, and supplements the educational experiences of the students, faculty, and families of Prospect School. They strive to help provide the best learning environment possible through

the cooperative efforts of the Prospect community and the community at large. Volunteers strengthen the school community by helping the school run smoothly and raising funds for programs and activities that enrich our students' education.

The Dash 'n Bash is Prospect's one and only annual family social event and the school's premier fundraising event. The Dash is a 1k run through nearby Prospect Park for students in kindergarten through fifth grade. The event has featured a local fitness organization leading pre-Dash warm-ups with the students. The Bash is open to all Prospect families, neighbors, and supporting community sponsors, and features outdoor entertainment, food and drink, a cakewalk, and more.

Donations from corporate sponsors and individual students have funded requests for Prospect's STEAM lab; educational tools such as nonfiction texts and level-specific reading materials; and enhancements to the school's art, music, and P.E. programs. Because teachers are wearing masks as part of Covid safety procedures, the PTO generously purchased each classroom an audio system that enhances sound to improve learning and increase educational outcomes.

Funds this school year also supported a "Season of Science." One of the activities featured an interactive, virtual STEM assembly and lab with families through a unique partnership with the DuPage County Children's Museum. Completed during asynchronous learning time, the STEM labs effectively sparked curiosity and promoted critical thinking through hands-on discovery.

The idea that we are one community and every member matters is prevalent throughout the building, which is evident through the year's "Be the Change" theme. Prospect students understand the value of family and community involvement because they experience it each day.

3. Creating Professional Culture:

Prospect School is an extremely welcoming and friendly place because Prospect staff values and supports one another in many ways. The already strong connections between staff members have only increased during the exceptional circumstances of the global pandemic.

Prospect staff worked together tirelessly last March when abruptly pivoting from full-day, in-person instruction to full remote instruction from home. District 181 provided teachers time to plan and create lessons for remote learning and they quickly began collaborating virtually to create the best possible remote instruction for students. It was uncommon for a day to go by without a staff member sharing tips for how to better teach and engage students remotely. Staff meetings were held remotely, allowing time for staff members to connect and support each other. District Teachers-on-Special-Assignment (TOSAs) sent out weekly emails with ideas to use technology more efficiently, training staff to learn a brand new way of teaching. Professional development was offered on how to use new technology to best meet student needs.

In September 2020, when Prospect returned to hybrid instruction, the staff picked up where they left off, helping one another reacclimate to the classroom and to the new safety protocols in place. Prospect staff collaborated in-person and virtually to continue to provide a premier educational experience for students. School committees continued to meet and work to support the ever-changing instructional and emotional needs of staff members.

While the focus of the staff members of Prospect is on student growth and achievement, supporting each other through life's personal and professional challenges and celebrations also remains a priority. Custodians, instructional assistants, teachers, and administrators alike enjoy gathering in the staff lounge for "Treat Day" each Thursday. In addition to "Treat Day", it is not uncommon for parents to show their appreciation by surprising the staff with meals and snacks. Kindness is chosen each day and shown throughout notes of appreciation and support given and received by all staff members throughout the year. The staff at Prospect School is incredibly grateful to be a part of such a kind and supportive professional learning environment.

As the transition back to full-time in-person learning approaches, Prospect staff members continue to rely on

each other for support. This transition will be successful due to the professional diligence, dedication, and collaboration of this outstanding group of educators.

4. School Leadership:

Prospect School's leadership philosophy uses a collaborative approach, which empowers staff members to have a voice in decision-making, take risks in the classroom, create a culture of innovation and improvement, and establish a shared sense of purpose. Prospect teachers work alongside the principal on the Building Leadership Team, (BLT) focusing on school improvement and safety, and the Social-Emotional Learning for Academic Success (SELAS) committee. These committees meet monthly to seek feedback from the stakeholders to understand what is working, if professional development opportunities may be needed, and to brainstorm ideas to move Prospect forward and accomplish School Improvement Goals.

The BLT and SELAS committees consist of a wide array of teachers across grade levels and disciplines. The BLT monitors and articulates a variety of school topics to ensure our children are receiving a rich, nurturing, challenging education in an academically, socially, and emotionally supportive environment. Through data analysis and discussion and research, the BLT chooses appropriate building-wide instructional strategies to achieve School Improvement Goals. The SELAS Committee focuses on an annual building-wide theme to meet students' social-emotional needs.

Due to Covid-19, faculty meetings have been repurposed to ensure responsiveness to students' needs. Grade level teams collaborate weekly with the principal and differentiation specialist. Professional learning conversations regarding day-to-day student academic performance and social-emotional learning occur staff-wide. Prospect's special education team meets weekly with the pupil service administrator for District-level information, professional development opportunities, and team-building activities.

Prior to the beginning of the 2020-2021 school year, the principal met with the BLT to review the 'Illinois State Board of Education's Covid Guidelines for Return to School.' The team developed new routines to ensure staff and students' safety when returning on September 8 for hybrid in-person learning. Utilizing creative solutions to the challenges presented by Covid-19, the principal guided and led Prospect's staff, students, and families from feelings of uncertainty to absolute confidence in the safety and quality of learning that would be taking place. Constant email, video, and phone communication set clear expectations for the unique school year ahead. Before entering Prospect, staff and students were made aware of changes to the "new normal" at Prospect School. The principal continues to provide excellent communication and support to all stakeholders as the transition to full-time, in-person learning approaches in April 2021.

5. Culturally Responsive Teaching and Learning:

The Prospect community is proud to celebrate diversity and is committed to being culturally responsive to meet the variety of needs and backgrounds of students, families, and staff members. To ensure equity and respect both at Prospect and in the community, all communication is available in multiple languages. Communication is vital for all families at Prospect School. Many of Prospect's EL families have the added challenge of not having access to email to receive important school information. The EL Specialist has been innovative in using a variety of apps to support staff members' communication with parents.

The ability to provide culturally sensitive reading instruction is provided through the implementation of the Fountas & Pinnell Classroom Literacy program. Before books are added to classroom collections, the representation of race, culture, socioeconomic status, physical and mental differences, diverse families, and characters in the books are carefully considered. Prospect EL students have access to District 181's Dual Language Library, including texts carefully selected with culturally relevant themes and characters in various languages, oftentimes paired with English text side-by-side.

Annually, Prospect celebrates Unity Day, a national day of recognition focused on kindness, acceptance, and inclusion, and also hosts several cultural awareness events throughout the year. One of the most significant programs is One World Night, which offers students the opportunity to showcase their cultures and family heritage through the use of historical perspectives, photos, clothing, and food. EL Family Reading Nights are hosted four times per school year. Families of English Language Learners are invited to participate in exciting evenings with an opportunity to connect with other EL families across the District. Topics range from supporting literacy at home, helping students with homework, what to expect during parent-teacher conferences, and other topics as needs arise. During the 2020-2021 school year, these events have successfully continued virtually. Interpreters are available so families can capture all information in their native languages, promoting inclusion, appreciation, and understanding of cultural diversity.

While participating in the Foreign Language program, Prospect fifth-graders experience the cultural immersion of the Spanish language. Students attend an annual field trip to the National Museum of Mexican Art in Chicago and enjoy authentic cuisine at La Cebolita in the Pilsen neighborhood. Art lessons focus on Oaxaca family artisans while famous Mexican artists are studied.

In recognition of Black History Month, students enjoyed a dramatic presentation and study of the iconic Olympian, Wilma Rudolph.

Prospect prides itself on maintaining an inclusive environment for both students and staff. Students are provided with a variety of opportunities to make the connection that their race, religion, gender, differing abilities, and cultural background neither hinder nor determine their current or future levels of success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The foundation of Prospect School's academic success lies in its responsiveness to student needs, a direct result of instruction guided by sound data analysis and research-based best practices. Through responsiveness, the Prospect staff is able to consistently meet the diverse academic, social, and emotional needs of all its students. According to NWEA Measures of Academic Progress (MAP) assessment data, Prospect enjoyed a historic increase in achievement growth from Fall 2019 to Winter 2021. As a school, a 9% growth in ELA scores and a 7% growth in Math scores were observed.

Prospect staff works collaboratively to flexibly meet student needs, providing all students with focused, targeted instruction. Student achievement and growth are tracked and analyzed frequently in both weekly grade-level meetings and benchmark review meetings each trimester. As a result, reading and math enrichment and intervention groups are continually modified in response to students' ever-changing needs.

The responsiveness of Prospect's teachers, principal, and support staff was especially evident during the switch to remote learning due to Covid-19, with all stakeholders exceeding expectations to ensure that each child continued to receive carefully planned, targeted instruction. Whether personally delivering physical materials or providing technological services, Prospect made sure its community of learners was cared for. Communication with families via email, phone, text, and Zoom persisted in an effort to support even the most unexpected needs. Instructional schedules were arranged to accommodate access to remote learning for all children. Teachers seamlessly and effectively provided targeted whole-class, small group, and individualized instruction to all students. Prospect's principal and teachers zealously collaborated to ensure that all children's academic, social, and emotional needs were being met, carrying on with academic interventions and enrichment, free lunch support, social services, and all special education-related services.

As demonstrated by the increased academic success in spite of learning shifts caused by a global pandemic, Prospect's responsiveness has been instrumental to its academic success. Daily collaboration and data-driven responsive instructional practices remain flexible to students' changing needs. The staff at Prospect has an unshakable determination to go above and beyond to meet students' academic, social, and emotional needs. Responsiveness has allowed Prospect to weather the challenges of educating children during this historic period, while still maintaining strong relationships with students and families and positively impacting academic growth.