

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Brian Kaye

Official School Name: Windsor Elementary School

School Mailing Address:
1315 E. Miner Street
Arlington Heights, IL 60004-6339

County: Cook State School Code Number*: 376

Telephone: (847) 398-4297 Fax: (847) 394-6611

Web site/URL: http://www.sd25.org/schools/windsor/index.php E-mail: bkaye@sd25.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Sarah Jerome

District Name: Arlington Heights SD 25 Tel: (847) 758-4900

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Page

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 7 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| | High schools |
| | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 11417

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	2	4	7			0
K	49	35	84	8			0
1	31	29	60	9			0
2	34	49	83	10			0
3	38	50	88	11			0
4	50	38	88	12			0
5	44	47	91	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							498

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
4 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	521
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.455

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 30

Number of languages represented: 7

Specify languages:

Bulgarian, Cantonese (Chinese), Japanese, Polsih, Russian, Spanish, Ukranian

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

Total number students who qualify: 33

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 60

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> 2 Orthopedic Impairment
<u> </u> Deafness	<u> </u> 3 Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> 31 Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> 17 Speech or Language Impairment
<u> </u> 1 Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 5 Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u> 1	<u> </u> 1
Classroom teachers	<u> </u> 18	<u> </u> 6
Special resource teachers/specialists	<u> </u> 12	<u> </u> 16
Paraprofessionals	<u> </u> 9	<u> </u> 8
Support staff	<u> </u> 5	<u> </u> 3
Total number	<u> </u> 45	<u> </u> 34

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Do not keep statistics on teacher turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Windsor Elementary School serves over 500 students from Arlington Heights, Illinois, a Northwest suburb of Chicago. Windsor houses kindergarten through fifth grade, including two Special Education Early Childhood kindergartens. Windsor is a neighborhood school where more than 95% of the students walk to school each day. The Windsor community is comprised of diverse family backgrounds and encompassed by both single-family and multi-family dwellings of varying economic status. Windsor families speak 42 languages other than English, and ELL and Bilingual (Spanish) services are offered to eligible students. Additional support services include Special Education, Gifted, Literacy, Speech/Language, Occupational Therapy, Physical Therapy, and Social Work. The curriculum is enriched by Art, Music, Physical Education, Japanese, and Technology instruction.

Windsor is a warm, inviting place to learn and grow, and our vision of creating a nurturing environment comes to fruition the moment one is greeted with a smile upon entering the school. Windsor's staff is professional, knowledgeable and exudes a genuine care for its students. Walking into any classroom, one would find teachers actively engaging students in the learning process while celebrating the students' personal achievements and providing academic, behavioral, social, and emotional support. Windsor's mission is to provide a superior education for lifelong learners. Students are taught to ask questions, solve problems, and make well-reasoned conclusions. The reasoning and life skills that are integrated into Windsor's curriculum help prepare our students to be productive citizens in a global society. In addition to Windsor's meaningful multicultural curriculum, students' global understanding is further enhanced by interactive global connections with schools in Australia, China, and Japan. Reciprocal visits between the administrators, staff, and students occur frequently.

Windsor is constantly abuzz with student-centered activities. Before school, breakfast is offered and math tutoring provides students with the individualized help and instruction needed to meet their learning needs. Math facts are practiced using computer software, which supplements the math curriculum. Students write, direct, and broadcast Windsor's morning announcements. During lunch hours, students can participate in technology club and book clubs. They can choose to participate in a multitude of after-school activities, including chess, running, student council, newspaper, and writing clubs. Many of these clubs work to promote environmental responsibility. Students also participate in multi-disciplinary events offered throughout the year, such as Science Olympiad, Science Fair, Olympics Day, Earth Day service projects, and a cross-curricular Iditarod experience.

Windsor embraces its connections with the community. The resources available to Windsor students at the Arlington Heights Memorial Library are highlighted through Bookmobile visits to Windsor and field trips to the library. Teachers and librarians work collaboratively to encourage every student to obtain a library card. Windsor proudly hosts the Retired Senior Volunteer Program, placing senior citizens in classrooms thereby giving students an intergenerational experience. The ABC/25 Foundation is a community organization whose fundraising efforts provide grant materials that greatly enrich Windsor's curriculum. Windsor gives back to the community through service projects.

Parents and staff work together to make the children's Windsor experience a superior one. One hundred percent of Windsor parents' conference with their children's teachers, and teachers' newsletters and websites help keep parents informed. The Parent Teacher Association (PTA) provides many opportunities for parents to share their time and talents with the students. The PTA organizes book fairs, cultural arts assemblies, grade-level activity nights, technology-training opportunities for parents, and illustrator/author visits. They also plan the Character Counts™ and Everybody Counts™ curricula. Any given day, one will find parents volunteering in classrooms and school settings.

The Windsor learning community works collaboratively to ensure that students receive a superior education, fostering a lifelong love of learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In support of District 25's Strategic 20/20 Vision and our mission to provide a superior education for a lifetime of learning, the Windsor learning community is committed to providing an outstanding educational experience for all students. The most effective collaboration takes place between teacher and students. Our teachers set goals for each student and communicate progress regularly. Students complete weekly assessments that give immediate feedback, and our teachers conference with their students on how they can achieve their goals. Windsor's teachers work very hard to prepare their students for each assessment. Each spring, third, fourth, and fifth grade students are administered the Illinois Standards Achievement Test (ISAT) test. The test is a criterion reference test that measures student achievement relative to the Illinois Learning Standards. The following areas are assessed according to grade level:

- Grade 3 – Reading, Math, Writing
- Grade 4 – Reading, Math, Science
- Grade 5 – Reading, Math, Writing

Students are ranked according to four performance levels, as designated by the Illinois State Board of Education.

- (Level 4) Exceeds Standards
- (Level 3) Meets Standards
- (Level 2) Below Standards
- (Level 1) Academic Warning

Specific definitions of these performance levels as well as current ISAT results can be found on the Illinois State Board of Education website: www.isbe.net/assessment.

Windsor is proud to highlight a positive trend of consistently high achievement on the Illinois Standards Achievement Test. In all categories assessed in 2008, Windsor students who met or exceeded standards was 89% or higher with an exceptional performance in fifth grade of 96% reading and 99% math. We attribute much of our success to our literacy framework, which is used as a guideline across the district to teach all of the components of a successful and scientifically based literacy series. Evidence supports the success of the *Everyday Mathematics* Program, which is a University of Chicago created and supported program. It has attributed to math achievement across all grade levels

Notable growth trends at each grade level are evident and highlighted below:

Third Grade has shown evidence of consistently strong instruction with an average reading performance level of 90% and an average math performance level of 97% of students meeting or exceeding standards over the past five years of data analysis. We are especially proud of the students with individualized education plans who show evidence of successful interventions and support as they continue to increase their reading performance levels from 68% meets or exceeds five years ago to 78% who currently meets or exceeds standards. Ninety-seven percent of IEP students meet or exceed standards in math, showing growth from 86% five years ago.

Although Fourth Grade has only been administering the ISAT for the past three school years, they too have observable positive growth trends. An average of 93% of the fourth grade students assessed in reading ranked in the meets or exceeds category with the highest percentage (95%) falling in the 2008 school year. An average of 98% of fourth grade students assessed in math scored in the meets or exceeds category with 100% meeting or exceeding in the 2007 school year. Our students with IEPs have shown mixed academic growth in the 2008 school year with 70% meeting or exceeding standards in reading and 96% meeting or exceeding standards in math. Our intervention efforts will continue to review curriculum and data to ensure that our

students with IEPs meet the same rate of growth as our general education students.

Fifth grade has shown significant growth over the past five years as the trend for reading scores has shown a steady increase from 79% meets or exceeds in 2003 to 96% meets or exceeds in 2008 with an average for the five years equaling 88%. We are exceptionally proud of the high academic achievement of the fifth grade students in math performance over the past five years with an average of 98% of students who met or exceeded standards. The students with IEPs have had equal academic success in the 2008 school year with 98% meeting or exceeding standards in reading and 99% meeting or exceeding standards in math.

Annually, Windsor staff reviews the data results from the ISAT tests as an integral step in the school improvement process. This data is continually used to set goals which drive curricular and instructional decisions. Our efforts focus on both areas of success and areas of improvement and are directed by the Illinois State Learning Standards. We believe that these learning standards are the essential foundation for a superior education, which identifies knowledge and skills that should be taught and learned at each grade level. It is our goal that all students will learn to solve problems, communicate effectively, work collaboratively, and make connections across all academic disciplines.

2. Using Assessment Results:

Exemplary schools recognize the value of making research-based, data-informed instructional decisions. In District 25, assessment data includes that data yielded from Curriculum Based Measurements (CBM), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Performance (MAP), Illinois Standards Achievement Test (ISAT), and AIMSweb. Windsor utilizes these purposeful assessments, recognizing them as building blocks for continuous improvement that serve as essential components of a 21st Century education.

For the past ten years, Windsor has been at the forefront of the Federal RtI (Response to Intervention) initiative. Windsor educators are often called upon to highlight the success of the Problem Solving Process with local school districts. At Windsor, purposeful assessment begins with a close examination of building, district, and state trend data including MAP and ISAT performance. From there, ongoing data which is collected includes: universal screening of all students three times a year using AIMSweb data for identification of at-risk students and general progress monitoring; continual performance data collection by classroom teachers for strategic (monthly) and progress (up to twice weekly) monitoring of students receiving RtI interventions; weekly problem solving team meetings to address the academic or behavioral needs of Tier 2 and 3 students; ongoing classroom teacher administration of curriculum based measurements utilizing the *Treasures* literacy and *Everyday Math* programs; and quarterly grade level problem solving team meetings for triangulation of data and evaluation of student needs.

This data collection and analysis not only informs instructional planning for classroom teachers, but also aids in the determination of special education service entitlement and reintegration. In addition, it provides a snapshot of academic successes while at the same time informing the development of a school improvement plan for the following academic year.

3. Communicating Assessment Results:

Windsor Elementary School has long maintained a culture of collaboration among its teachers, parents, and community members. Believing that students are best served through collaborative partnerships; Windsor educators provide a myriad of opportunities for communication of assessment data with parents and community members. The most effective collaboration takes place between teacher and students. Our

teachers set goals for each student and communicate progress when appropriate. Students complete weekly assessments that give immediate feedback, and our teachers conference with their students on how they can achieve their goals. Windsor's teachers also work very hard to prepare their students for each assessment before it happens.

Parents need to understand the assessments being administered if they are to best utilize the results to reinforce student learning at home. Consequently, each fall, Windsor hosts a Parent Information Night, providing an overview of grade level curriculum and any assessments that will be administered throughout the year. Furthermore, annual parent workshops help parents understand how to read and interpret their children's test scores. Emailed newsletters provide frequent correspondence about upcoming assessments and include suggestions for helping children prepare for them. Progress reports are mailed home three times a year in November, March, and June, and correspond with parent/teacher conferences, during which classroom teachers can answer questions regarding individual student's AIMSweb, MAP, and ISAT test results. This data is also shared during the IEP and problem-solving process, where parents play an integral role in the decisions made. In addition, teachers maintain frequent contact with parents by email and phone, sharing data from ongoing weekly assessments used to monitor students' learning and inform instructional decisions. Many teachers also maintain websites and blogs, supplying yet another forum for collaborative communication among teachers and parents.

Windsor also values support from and collaboration with its community members. General assessment information is available on the district's website, which boasts an assessment slideshow, as well as a video that runs on the local cable access channel. Specific assessment data is available to community members through the Illinois School Report Card, published on the district's website, and reports published in local area newspapers.

4. Sharing Success:

Contributing to the improvement of the practice of colleagues and the learning opportunities available to students is important to Windsor educators, and motivates us not only to celebrate our successes, but also to share those successes with others. Through participation in professional development opportunities, grade level and leadership team meetings, building and district committees, book studies, and social activities, Windsor administrators, teachers, and staff continually look for opportunities to share accrued wisdom, both within our district schools and with neighboring districts as well.

Windsor's staff portrays for the students the genuine joy and growth that lifelong learning brings. One hundred percent of staff members volunteer their time in some capacity towards school improvement. Eighty percent of Windsor teachers possess at least one Master's degree, and several staff members teach graduate level courses. Staff members have presented and won awards at state and national technology, literacy, and library conferences. From Windsor's highly qualified staff hail Golden Apple nominees and National Board certified teachers. Through continuous professional development and higher education, Windsor's staff members learn the best practices and current research which enables them to deliver instruction that matches students' capabilities and learning styles, thus providing superior education for all.

Windsor educators frequently enrich School Improvement (SIP) Days and meetings at both the building and district level, presenting on topics relevant to the expertise they've acquired. In addition, SIP Days allow a forum for curricular training, alignment, and enhancement; and the opportunity to be reflective learners, celebrating successes and strategizing as problem-solving teams. In the past ten years, Windsor Elementary School has been at the forefront of the problem-solving process and has served as a model for other schools to observe and follow. As we transition into RtI (Response to Intervention), we will continue to serve as mentors to neighboring schools and maintain our progressive approach to education. Participating on district committees gives Windsor educators invaluable leadership experience in the decision-making process

regarding the professional development opportunities available for staff and curriculum practices implemented in District 25. Making these decisions requires having knowledge of best practice and possessing the leadership skills to guide others in its implementation. It is just such a skill set that Windsor educators possess and would embrace sharing with other districts as a “Blue Ribbon” school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Windsor's rigorous, clearly articulated curriculum aligns with national and state learning standards in all curricular areas. As best practice dictates, Windsor's curriculum adapts to changing technologies and new research. Differentiation meets the needs of all learners as the staff collaborates to provide reinforcement and enrichment opportunities, complementing the curriculum and providing superior educational opportunities for all students.

Literacy: Balanced literacy instruction at Windsor includes systematic instruction in phonemic awareness, phonics, grammar, usage, and mechanics. Teachers model explicit comprehension strategies and vocabulary instruction and provide authentic contexts for students to apply them. In oral and written formats, students practice the higher-order thinking skills of analyzing, synthesizing, and evaluating texts. Appropriately leveled guided books are used to conduct repeated oral readings, which build student fluency. Guided reading groups also provide teachers an opportunity to address specific student needs while other students participate in literacy centers. Windsor's print-rich environment exposes students to a variety of texts and genres, and teachers model a love of reading each and every day.

Writing: Taught across content areas, teachers utilize authentic literature to expose students to this important vehicle for communication. Six +1 Traits of Writing® provides a common language for integrating listening, speaking, reading, and writing skills into daily literacy experiences. Standards-aligned rubrics convey clear, concise expectations and encourage students to self-assess. Students receive instruction and practice in all stages of the writing process.

Math: *Everyday Mathematics'* spiraled curriculum provides conceptual instruction in numeration, operations, computation, data analysis, probability, geometry, measurement, reference frames, and algebraic reasoning. A real-world context and multimodal delivery engages students through problem-based, hands-on exploration with manipulatives and skill and strategy-based games. Students' prior knowledge enhances rich mathematical vocabulary instruction, while the home-school connection is strengthened using Home Links activities.

Social Studies: Backward design, enduring understandings, and essential questions provide the framework for history, geography, economics, civics and government units. Cultural studies encourage students to celebrate local and global diversity. Through the *History Alive* program, upper-elementary students analyze primary source material, re-enact historical events, and debate current events. A rich array of non-fiction texts and a *Time for Kids* subscription supplements the curriculum, while Character Counts™ and service-learning projects impress on students the importance of responsible citizenship.

Science: Through the lens of inquiry based learning, the curriculum encompasses life, earth, and physical science. This problem-based approach enables students to acquire new knowledge while developing habits of lifelong learners. Teachers supplement textbooks with demonstrations and hands-on activities. Students apply the Scientific Method through participation in Science Olympiad and Science Fair.

Technology: Technology supports instructional delivery in all content areas. Products readily available for classroom use include: desktop computers, laptop sets, DVD players, televisions, multimedia software, iPod labs, interactive whiteboards, LCD projectors, and digital cameras and camcorders. Students' weekly, standards-based instruction highlights word processing, computer research, and Internet safety skills. Teacher modeling, student application, and authentic assessments define this curriculum, which includes an award-winning, interdisciplinary project framed around the presidential election and incorporating podcasting, digital

storytelling, blogging, and graphic design.

Arts: Technology enhances Windsor's visual art program, which is studio-based, focuses on the elements of art, and introduces the lives and work of master artists through song and digital storytelling. Multimedia presentations highlight various composition processes, which students then emulate. Students create and modify compositions utilizing the interactive whiteboard or laptops. In the multicultural music curriculum, students learn and then apply key elements of music to singing, movement, and instrument grade-level performances. Students are offered Suzuki Method string instruction beginning in kindergarten and band instruction in 5th grade.

Physical Education/Health: Promoting a healthy lifestyle comprised of physical fitness, nutrition, hygiene, and safety, students assess and measure their individual fitness levels, setting goals based on the data. Students learn to apply good sportsmanship and cooperation while building competency of motor and manipulative skills during team and individual physical activities.

Japanese: During 40 minutes of weekly Japanese instruction, Windsor students become familiar with Japanese culture and customs, and receive language instruction in basic communication phrases, oral, and written vocabulary. Collaborative, interactive partnerships with Damine School (Japan) and Futabakai Japanese School (Arlington Heights) enhance Windsor's global curriculum.

2a. (Elementary Schools) Reading:

Windsor Elementary School is committed to promoting a community of readers. This is achieved through a balanced, research based approach to reading instruction, which is explicit and systematic. Kindergarten students receive letter sound instruction using *Jolly Phonics*, while *Treasures* (Macmillan/McGraw-Hill) provides the core reading program for kindergarten through fifth grade. As recommended by the National Reading Panel report, Windsor's reading curriculum includes targeted instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension, and is aligned to District 25 Grade Level Standards and Illinois State Standards.

During large group instruction, teachers activate students' prior knowledge, build crucial background knowledge, model strategies using common language, and introduce key vocabulary. Mastery of strategies like making connections, visualizing, summarizing, predicting, and inferring comprises a key goal of the reading curriculum. Meanwhile, in small, flexible groups teachers engage students and individualize instruction using guided reading. Purposeful assessments like AIMSweb, informal reading inventories, running records, oral reading fluency, and sound assessments provide data integral to the identification of student needs and the instructional design.

Cognizant of the correlation between early intervention and reading success, Windsor's literacy team, consisting of two literacy teachers and three teacher assistants, provides targeted interventions in early literacy, vocabulary, fluency, and comprehension. Inspired by Dr. Anita Archer, instructors pre-teach vocabulary, expanding the depth of students' comprehension and the confidence with which they read.

Believing that parents play an integral role in their children's reading success, curriculum nights at Windsor are designed to inform parents on a balanced literacy approach, familiarize them with Windsor's common literacy language, and equip them with the values, strategies, and tools that will create a literacy-rich home environment.

Windsor's balanced and data-informed instruction, along with early interventions and parent support, best equip students to be strategic readers in the 21st Century.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Windsor educators recognize math as a core subject area critical to students' future success in the workplace and the world. Our classroom routines promote basic fact practice through a systematic progression using the *Mastering Math Facts* program by Donald Crawford. Over the past fourteen years, *Everyday Mathematics* has provided the vehicle through which Windsor's teachers enable students to become astute problem-solvers who navigate a variety of resources to solve complex higher-level problems. A research-driven, comprehensive curriculum that fosters the framework within our school's mission, *Everyday Mathematics* has helped 96% of intermediate students to meet or exceed state standards in math according to 2007-2008 ISAT data. The program engages students daily in a 60-minute mathematical experience that builds connections between prior concepts, procedures, and conceptual understandings. In the context of real-world learning opportunities, students solve problems and prove mathematical ideas through written and verbal responses. Games, manipulatives, exploration centers, literature connections, parent participation, and supplemental online resources all encourage students to build independent and cooperative learning skills.

Students at Windsor have many opportunities to receive differentiated or enriched math instruction. For kindergarten through third grade students who have proven mastery of upcoming unit skills, the gifted teacher provides enrichment math for one hour a week. At the fourth and fifth grade level, MAP data is used to determine placement in an accelerated math program. For students who need additional support, certified teachers provide math tutoring one hour a week. In addition, all students in grades 2-5 may participate in a Fast Math™ interactive software program, meeting before school in the computer lab.

4. Instructional Methods:

Student success is not contingent upon an open school, but a school with open doors that embraces different learning styles, opportunities, and challenges. In cooperation with our community, parents, and internal resources, Windsor staff embraces a "whole child" approach on a daily basis. There are many facets to differentiation, and Windsor has worked tirelessly to accommodate the needs of all of our children.

Windsor embraces all areas of differentiation. The diverse literacy needs of all of our learners are met through differentiated instruction within the classroom setting. Windsor students are the beneficiaries of a newly adopted comprehensive literacy program. This program promotes differentiated learning by providing leveled spelling lists, guided reading stories, vocabulary, and grammar. In addition, our highly qualified literacy team supports students who need additional help.

Differentiation surely extends beyond the classroom, and Windsor embraces all opportunities to support students in various ways. Intermediate bilingual students are offered daily ½ hour tutoring before school. Children who score in the 95th percentile or above on their Spring MAP assessments are eligible to apply for our Gifted and Talented Education program (GATE). Primary and intermediate students who demonstrate an advanced math knowledge are placed in an enriched math group led by our GATE teacher or an advanced math classroom.

Windsor encourages and promotes internal and external resources for differentiated support. Children in grades three through five provide supplemental support as reading buddies and during peer tutoring sessions.

Community volunteers and parents are also utilized for meaningful daily support. During small-group meeting time, teachers work with students who need additional curriculum support in various areas. This time is specifically tailored to meet individual student needs.

Windsor's Special Education resource program provides services for children with a variety of identified needs. Students may receive services in the resource room, in the classroom, or in a consultative model.

The staff at Windsor dedicates itself to servicing all children's needs and promoting a unified mission of lifelong learning for all of our children.

5. Professional Development:

As those who seek to model for students' engagement as lifelong learners, teachers and administrators at Windsor Elementary School recognize the integral role their own continued professional development plays in the classroom. Consequently, Windsor's professional development program is multifaceted and broad in scope, offering educational activities for teachers at all grade and experience levels.

New teachers at Windsor participate in an Illinois State approved two-year New Teacher Mentoring Program. Armed with support and guidance from more veteran teachers, this program promotes collegiality among staff and equips more novice teachers to best serve the students in their classrooms.

Within the school and district, School Improvement (SIP) and Institute Days target identified areas of need. These professional development sessions often involve curricular training in literacy, technology, data team collaboration or RTI implementation. Each year, District 25 also offers a Technology Academy during which teachers learn how to incorporate the latest technology and software programs in the classroom. Throughout the year, online techutorials further highlight innovative ways that technology can be seamlessly integrated into the curriculum.

Windsor educators are also encouraged to seek outside professional development opportunities, which frequently include highly acclaimed workshops presented throughout the Chicagoland area. Monthly building, team, and grade-level meetings provide a forum for sharing the knowledge gained from these seminars. Windsor educators constantly seek out the latest information on educational best practices and utilize building meeting time to share their findings with other staff members and brainstorm ways of integrating their knowledge into the classroom. Individual staff members also initiate Lunch N' Learn book studies such as Debbie Miller's *Reading with Meaning*, and Stephanie Harvey's *Strategies that Work*. We believe book discussions promote the kind of reflective teaching that impacts student learning.

6. School Leadership:

The leadership team at Windsor is comprised of two primary teachers, two intermediate teachers, one special education resource teacher, one "special area" teacher, and two administrators. The opportunity for communication takes place every week in the form of a building meeting, a team meeting, or a leadership meeting. The building meetings are coordinated by the principal and incorporate different teams within the building to share in addressing our School Improvement Goals. The team meetings are facilitated by the team leaders and promote communication across primary and intermediate grades. Teachers share professional development opportunities and utilize this time to dialogue about curriculum. The leadership team focuses on improving school safety, aligning curriculum standards, planning school improvement activities and participating in shared decision making.

Another component of the leadership at Windsor is the PTA. Our parent community is extremely supportive

of academic opportunities that extend outside the classroom walls and enhance the curriculum. The PTA has sponsored many clubs that enrich our children's lives and their learning. The leadership at Windsor would not be as strong without the support of the PTA. Their continued effort motivates the teachers and students to take pride in their school and their education. Therefore, parent input is greatly valued, and it influences the decisions made by our leadership teams.

Student achievement is the most important goal of the Windsor staff and administration. All staff members are encouraged to attend workshops related to the school improvement goals and share their insights with their teams. The leadership team motivates staff members to create their own niche within the organization. Promoting open communication within the organization builds trust and respect among all stakeholders. The administrators facilitate an open exchange of ideas when providing feedback and reflecting upon the learning environment.

Our leadership structure strives for the highest level student achievement by promoting responsible resource allocation, using a variety of ways to communicate information, providing multiple opportunities for community involvement, and utilizing data-informed decision making. Organizational health surveys are also conducted annually to ensure a positive building culture and climate. Windsor school leadership fosters a healthy and productive learning environment where student achievement is the foundation for all decision making.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	94	98	99	97	97
Exceeds	72	73	65	64	62
Number of students tested	90	96	90	94	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities - IEP					
Meets/Exceeds	97	98	96	87	86
Exceeds	75	74	44	44	41
Number of students tested	18	13	22	22	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	89	91	91	92	85
Exceeds	51	43	48	32	40
Number of students tested	90	96	90	94	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with - IEP					
Meets/Exceeds	78	62	70	87	68
Exceeds	44	23	39	22	27
Number of students tested	18	13	22	22	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets/Exceeds	96	100	98		
Exceeds	60	60	54		
Number of students tested	88	116	90		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities - IEP					
Meets/Exceeds	96	100	89		
Exceeds	62	60	38		
Number of students tested	10	25	21		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math was not assessed until 2005-2006.

Subject: Reading

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets/Exceeds	95	91	93		
Exceeds	53	39	43		
Number of students tested	88	116	94		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities - IEP					
Meets/Exceeds	70	92	84		
Exceeds	30	40	26		
Number of students tested	10	25	21		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Reading was not assessed until 2005-2006.

Subject: Mathematics

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	99	97	96	97
Exceeds	37	49	38	34	36
Number of students tested	120	99	95	108	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities - IEP					
Meets/Exceeds	99	99	90	87	88
Exceeds	38	51	20	7	6
Number of students tested	24	16	15	17	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: Year of Test Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	89	94	83	79
Exceeds	48	49	44	41	45
Number of students tested	120	99	95	108	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Meets/Exceeds	98	89	85	60	30
Exceeds	50	50	25	13	6
Number of students tested	24	16	15	17	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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