U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL10

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☐ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mr. Jon Vogel

Official School Name: White Eagle Elementary School

School Mailing Address: 1585 White Eagle Drive

Naperville, IL 60564-9301

County: Dupage   State School Code Number*: 1902220402016

Telephone: (630) 375-3600   E-mail: jon_vogel@ipsd.org

Fax: (630) 375-3601   Web site/URL: http://whiteeagle.ipsd.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Kathy Birkett   Superintendent e-mail: kathy_birkett@ipsd.org

District Name: Indian Prairie CUSD 204   District Phone: (630) 375-3000

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Curt Bradshaw

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

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

1. Number of schools in the district   21 Elementary schools (includes K-8)
   (per district designation):   7 Middle/Junior high schools
       3 High schools
       0 K-12 schools
       31 Total schools in district

2. District per-pupil expenditure: 10426

SCHOOL (To be completed by all schools)

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

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

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	32	27	59		7	0	0	0
1	45	37	82		8	0	0	0
2	45	37	82		9	0	0	0
3	46	40	86		10	0	0	0
4	40	51	91		11	0	0	0
5	49	52	101		12	0	0	0
						Total in Applying School:		501

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
32	% Asian
3	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
56	% White
6	% 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 2010-2011 school year: 15%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	28
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	50
(3)	Total of all transferred students [sum of rows (1) and (2)].	78
(4)	Total number of students in the school as of October 1, 2010	537
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 9%

   Total number of ELL students in the school: 46

   Number of non-English languages represented: 17

   Specify non-English languages:

   Urdu, Korean, Arabic, Mandarin, Marathi, Hindi, Spanish, German, Tamil, Gujarati, Telugu, Bengali, Swedish, Lithuanian, Dutch, Polish, Filipino

4

9. Percent of students eligible for free/reduced-priced meals: 4%

    Total number of students who qualify: 20

  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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

    Total number of students served: 35

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

6	Autism	1	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
0	Emotional Disturbance	10	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	8	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	20	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	6
Paraprofessionals	8	2
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	5	5
Total number	45	13

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:   25:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

White Eagle Elementary is located in Naperville, Illinois, part of Indian Prairie School District 204. The district educates over 29,000 students, including 21 elementary schools, 7 middle schools, 4 high schools and an early childhood center. White Eagle is home to a diverse population of 501 students. Our student body represents a wide variety of ethnicities with 17 different languages spoken. We embrace an inclusion philosophy, serving students with physical and developmental disabilities in the general education setting.

White Eagle Elementary School's mission is "Challenging Students to Reach Their Potential." Our school community strives to cultivate lifelong learners through high expectations and open communication. We have been recognized by the Illinois State Board of Education with the Academic Excellence Award annually since the awards' inception in 2004. We are proud of our students' performance on standardized tests, with over 90% of all students tested meeting or exceeding state standards consistently over the past 5 years.   We are also keenly aware of our responsibility to educate the whole child, and take great pride in our collective efforts to develop students who are well-rounded, good citizens.

White Eagle is a veteran staff, with a high percentage of teachers holding Masters' Degrees and additional certifications. Our staff includes three National Board Certified Teachers. Several of our teachers serve as leaders on key district committees. Teachers model high expectations through their own ongoing learning, studies and staff development. The White Eagle staff takes a student centered approach in order to reach every child by applying research based instructional practices within a rigorous curriculum.

The White Eagle community represents a true partnership in education. The school structure allows for a variety of ways for parents and community members to be involved and make a difference for students. We have a very active PTA who supports our mission. Our staff invites parents to be part of the classroom by volunteering, leading celebrations, reading with students or providing clerical support. We recognize the skills and talents of the larger community and welcome the opportunity to have guests share their knowledge with our students. Our guest speakers include regular Art Awareness instructors, military personnel, medical professionals, authors, artists and business people, to name a few.

Our school has many traditions, bringing to life the supportive environment that promotes individual student potential and enhances the growth of the all students. The school has developed its own character education program, "Proud, Safe, and Kind." Throughout the year students are taught different elements of the program and recognized for demonstrating its principles. Each morning students exemplifying the school's character traits are given the opportunity to lead the Pledge of Allegiance and provide encouraging words for their fellow students. Monthly, chorus members lead the school in singing the school song and students are encouraged to wear school colors on our White Eagle Pride Days. Service projects are another important part of each grade level's traditions. The projects include: "Support Our Troops", collection drives for books, canned goods and shoes, and the "Holiday Giving Tree" in partnership with the Salvation Army. Another favorite tradition is our weekly Book Buddy gatherings, where older students partner with younger ones to read together.

To further help fulfill our mission, additional student leadership opportunities are available including the Safety Patrol program, Student Council, School Store and White Eagle Web Workers. Other extra-curricular opportunities include intramurals sports, Art classes, Lego Club, Earth Club, Chorus, Band, Orchestra and Chess Club. Students are also encouraged to enter local, state and national contests and competitions. Students have had poems published in Poetry Alive, won poster contests for Metra Train Safety and Magic Tree House, and state-level design contests for "Doodle for Google." White Eagle students have also received awards at the State and Local levels in the "Econ Illinois" competition. By

providing a rigorous academic program, along with opportunities to build character and foster responsible citizenship, the White Eagle community accomplishes its mission of "Challenging Students to Reach Their Potential".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The state of Illinois requires all public schools to take the Illinois Standards Achievement Test (ISAT) on a yearly basis. Every spring students in grades 3, 4 and 5 complete these tests in the areas of reading and math. The Illinois State Standards are measured by the ISAT, and it is the sole assessment used to measure Adequately Yearly Progress (AYP) as required by No Child Left Behind. Also embedded within the ISAT are multiple-choice questions from the Stanford Achievement Test. The Stanford items are nationally normed and report a student's national percentile rank. A student's scaled score from the ISAT is broken down into four performance categories: Exceeds, Meets, Below and Academic Warning. A student rated as exceeding standards demonstrates advanced knowledge and skill in a particular subject. A student rated as meeting standards demonstrates proficient knowledge and skill in a tested subject. A student rated as Below standards demonstrates basic knowledge and skill. A student rated within the Academic Warning category demonstrates limited knowledge and skill in a certain subject. In order to meet AYP, a school must have a certain percentile of students achieving at either the Meets or Exceeds levels. Every year it becomes more difficult for a school to meet AYP, since the required percentile of students that must meet or exceed is raised. It is the expectation that every student at White Eagle will meet or exceed state standards.

B. White Eagle Elementary School has achieved at high levels on the Illinois Standards Achievement Test (ISAT) over the past five years. The school's performance remains above the ninetieth percentile for students meeting and exceeding standards in both reading and math state assessments. In the past two years, the percentage of students meeting and exceeding has risen above the ninety-fifth percentile in both reading and math. These scores are among the highest in the district and state for elementary schools.

According to federal guidelines, White Eagle has two qualified subgroups on the ISAT assessment, White and Asian/Pacific Islander. These subgroups have not demonstrated any performance gaps over the past five years. Additionally the Asian/Pacific Islander subgroup typically out performs the overall scores of all White Eagle students.

This past school year 98% of all students in grades three, four and five met or exceeded state standards in the areas of reading and math on the ISAT series of tests. Comparatively 95% of all students met or exceeding standards in 2007. This represents a continuing trend of improvement of 3% over a five year period. Within the area of Reading, student scores have shown marked improvement since 2007. In 2007, 91.6% of students met or exceeded standards in reading. In 2011 this percentage increased to 96.3%. In the area of Math, student scores have also risen. In 2007, 96.1% of students met or exceeded standards in math. In 2011 this percentage increased to 98.2%.

As previously referenced, White Eagle's two subgroups, Asian/Pacific Islander and White have also experienced improved achievement over the past five years. The White subgroup showed improvement in Reading, increasing from 91.6% in 2007 to 95.4% in 2011.   In Math, this same subgroup increased from 96.1% in 2007 to 97.4% in 2011. The Asian/Pacific Islander subgroup also improved in Reading, increasing from 93.4% in 2007 to 98% in 2011. This subgroup also increased in Math from 96.1% in 2007 to 100% in 2011.

We believe this growth can be attributed to several factors. Over this five year period White Eagle School has embraced the Problem Solving Model. The Problem Solving initiative provides a structure where staff collaborates on a regular basis to identify deficits and provide interventions for struggling students. The addition of a building interventionist helps to coordinate these efforts, offering guidance and expertise in assisting staff and students. The building has also implemented a Wolfpack Club. This club is

an after school program where identified students receive additional instruction within skill deficit areas. Within the classroom, teachers have incorporated guided reading and guided math as a way to work with small groups of students on targeted skills. Co-teaching has also given us the flexibility to address individual student needs within the regular classroom setting. We continue to offer a variety of instructional approaches which are differentiated to meet students' needs. Instructional Practices Walk-Throughs are completed twice a year. These walk-through sessions help us to gather data on teaching practices building wide. The data has prompted an examination of teaching practices and guided staff discussion on how to foster more opportunities for students to apply higher order thinking skills across the curriculum. We continue to utilize these strategies and reflect on our practices in order to maintain high levels of student achievement at our school.

2. Using Assessment Results:

White Eagle School prides itself on using assessment data to drive instruction and improve student learning. The staff administers reading and math curriculum based measures to every student each fall, winter and spring. Data from the curriculum based measures is compared to local norms. Student data is grouped into "tiers" to help teachers identify the students who are performing below expected levels. Teams of teachers, including support staff, meet to analyze and discuss this data. The teacher teams also consider standardized assessments, classroom based assessments and anecdotal information to make the best instructional decisions for each child. Students with the most significant academic discrepancies participate in targeted interventions to address skill deficits. Research-based interventions in reading fluency and reading comprehension are utilized, along with programs designed to build math computation skills. Students may also be provided small group targeted instruction in addition to the regular reading and math curriculums. Identified students at the intermediate grades may be invited to participate in our after-school skill intervention program, "Wolf Pack". No matter which opportunity, teachers use best practices to individualize instruction down to the student level, re-teaching concepts to mastery.

Once students participate in interventions or receive additional academic support, they are monitored systematically. Through the progress monitoring of at-risk students, teachers and support staff continually track student progress. They meet in groups to discuss student results at least monthly. Interventions may be modified or intensified based on students' response. For students who do not demonstrate the expected growth in response to the interventions, the individual problem solving approach is utilized. The problem solving process represents a true collaboration between parents and staff to meet the needs of the child. The problem solving team works to further assess the student's needs and further individualize his or her programming. Regular meetings are scheduled with parents and the team to share results and continue the cycle of improvement.

At White Eagle, assessment is not only used to drive the instruction of at-risk students.   Teacher teams use formative assessment as part of their instructional decision making for all students. Teachers set a target goal for each lesson, literally showing students the exact outcome or "target" skill to be achieved. Teachers use a variety of formative methods, such as, pre-tests, exit slips, student rating systems and student self-assessments to gauge students' progress toward the target. Teachers may differentiate, create instructional groups, re-teach or modify instruction based on the formative assessment information.

The White Eagle staff utilizes standardized assessment results to improve instruction and student learning. Our School Improvement Team uses these results to create school improvement goals in reading and math. Each year our math and reading committees review the school's results from the Illinois Standards Achievement Test (ISAT). The committees use item analysis to identify areas of relative weakness by subject and grade level. Teacher teams review the curriculum and design lessons to remediate the areas of need.

It is exciting to share assessment data with the White Eagle School community. A link on our school's website provides a path to share information, such as ISAT results. We celebrate academic achievement results at our new family orientation and monthly PTA meetings. Our PTA newsletter and Principal's message highlight particular successes.

The White Eagle staff recognizes the importance of parents understanding their child's assessment data. The triennial benchmarking results are sent home to parents, utilizing both narrative and graphic explanations of student data and progress. Teachers also generate individualized student reports related to specific interventions. These reports are shared periodically and reviewed at parent teacher conferences. Additionally, teachers share formative and summative assessment information to help parents understand the complete picture of each child and their academic achievement.

As students move through the grade levels at our school, their understanding of their own assessment data increases. The students' role in monitoring progress and setting goals also grows. For example, students may chart their math fact progress in a bar graph. They may learn to read a line graph showing their words read correctly on a fluency assessment. Students may also complete self-assessments and meet with teachers to set a goal and design a plan for achieving it. These opportunities for students to take ownership of their learning foster intrinsic motivation to improve.

3. Sharing Lessons Learned:

The staff at White Eagle School has sought out several opportunities to share our successful strategies with other schools in our school district and state, as well as professional organizations. One of our kindergarten teachers presents annually at the Illinois State Kindergarten Conference. For the last four years she has presented on the topics of early literacy methods and reading instruction for an audience of primary teachers. This teacher has also been sought out by other area school districts as they seek to move to a full day kindergarten program. She has shared with districts how best to transition to a full day program. She has also welcomed observers into her classroom to see all day kindergarten in action.

Our Library Media Center (LMC) Director has presented at district level institutes, showing classroom teachers how technology can be incorporated into the science and social studies curriculum. She also regularly presents to other LMC directors, providing resources, lesson plans, and strategies they can use with their classes or share with teachers within their respective buildings.

Our school's principal has presented to other elementary principals within the district. His presentation focused on professional learning communities, specifically professional interest group book studies. Additionally, resources on brain research, leading professional learning communities and differentiated staff development were shared. This presentation provided principals with tangible tools to assist them with school based professional development activities.

Several White Eagle teachers are actively involved with district level committees, specifically writing and math, which are currently working on designing lessons to support the new Common Core standards. The committee work gives these teachers the chance to share some of our school's best lessons and incorporate them into the district level curriculum.

Finally, one of White Eagle's kindergarten teachers serves as the district level mentor for all new kindergarten teachers. She is able to share her expertise and experience as she guides our newest district staff members through their first years of teaching. The White Eagle staff is proud to share successful strategies within the school as well as the greater educational community.

4. Engaging Families and Communities:

White Eagle School values family and community participation as a means to help achieve overall student success. One of the hallmarks of our school is parent and family participation in classroom activities. Each day at White Eagle many volunteers can be found working in our school. It is the expectation that every classroom utilize volunteers on a regular basis. The volunteers may be assisting students in our library or computer lab. They may also work with small groups of students on games that reinforce learning. Some volunteers may assist with a center during guided reading instruction, while others may listen to students read to improve their fluency. No matter what the activity, our volunteers help play a role in our students' success.

Our staff also welcomes every parent into our school as part of our "Parent of the Week" program. Each student's parent is invited to spend an hour in their child's classroom as a special guest. We believe it is valuable for parents to experience time with their child in the educational setting. This time gives parents a springboard for conversations at home, as well as a better understanding of the curriculum and instructional methods used in the classroom. The Parent of the Week program also opens up lines of communication between parent and teacher, which can also lead to greater student achievement.

Our very active PTA also helps the school reach out to our families and community. With the support of the PTA, each grade level at our school organizes and participates in a community service project. These projects include a collection to support our troops, a food drive, a book drive, a shoe collection/ recycling project, a coat drive and a holiday gift drive. We have invited representatives from the Salvation Army, the local food pantry and the county **S**chool and **C**ommunity **A**ssistance for **R**ecycling and **C**omposting **E**ducation program (SCARCE) into the school to speak to our students about their community service efforts.   We believe the planning, preparation and execution of these projects has helped our school reach out to and involve the greater community in our school's activities. We believe these activities will ultimately lead to our students' success as we help prepare them to be well rounded citizens.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

White Eagle School implements a district curriculum collaboratively developed by teachers and administrators. The scope and sequences have been aligned with Illinois State Standards. Grade level teachers meet as teams to develop, plan and create challenging and enriching lessons with the expectation that all students can succeed.

White Eagle has a strong commitment to the development of a comprehensive school literacy program. Empowering all students to become life-long literacy learners is the goal. The adopted reading series guides instruction for the development of strategies and skills. Whole group instruction and flexible guided reading groups are utilized to differentiate and explicitly instruct students. Independent reading, written reflections, literature circles, novels and genre studies provide students with opportunities to critically read, discuss, analyze and evaluate quality literature.

The language arts curriculum promotes the development of students who can accurately and effectively communicate ideas. We utilize an immersion approach capitalizing on the natural connection between reading and writing. Students are exposed to quality literature to help with the instruction of various writing techniques and styles. The *6 + 1 Trait Model* is implemented to focus on the qualities that define strong writing: conventions, ideas, organization, word choice, sentence fluency and voice. *Writer's Workshop* provides students with constructive feedback as they are introduced to a variety of writing genres. Speaking and listening skills are developed through the use of story retells, class discussions, oral reports and formal speeches.

The mathematics curriculum allows students to explore a variety of ideas and concepts while encouraging an in-depth study of all content strands established by state standards. Students are challenged to develop various ways to solve problems while mastering skills. Formative and summative assessments aid in monitoring progress and grouping students into leveled classes.

Essential questions focusing on big ideas are used to drive the implementation of the social studies curriculum. Online activities cater to the development of the 21st century learner. Students progress from a personal and local perspective of their environment to a more global awareness. The content of the program includes the study of people, cultures, geography, history and government. Student learning is monitored using curriculum and project based activities that encourage higher order thinking.

The goal of the science curriculum is to provide students with balanced, relevant, hands-on experiences to better understand science and promote scientific inquiry. Each grade level unit explores the areas of Life, Earth, Physical and Health Sciences. Leveled reading materials serve to supplement exploration of selected content areas. During each unit of study students are asked to collaborate as they employ the scientific method.

White Eagle School emphasizes the application of technology across all grade levels to develop critical thinking skills. SMART Boards, a computer lab and a classroom set of laptops are utilized as tools to help enrich the curriculum. Teachers maintain grade level lists of websites to provide practice and enrichment in all skill areas. Students are encouraged to complete multi-media projects as part of their learning experience.

The music program teaches students to read, write and compose music and play a variety of instruments. Additionally, grade level musicals provide students with the opportunity to demonstrate learning through performance. The art curriculum teaches the principles of visual art while emphasizing exploration and

creativity. The physical education curriculum focuses on developing physical competency and cooperation in individual and team sports and the principles and components of health-related fitness. Throughout the curriculum the White Eagle staff strives to develop complex, critical, creative and independent thinkers, while maintaining high expectations in a positive learning environment.

2. Reading/English:

White Eagle School's reading curriculum is a balanced approach to literacy instruction based on research and best practice. Our teachers use both whole and small group instruction in order to give students the opportunity to interact with various texts and genres through read aloud, shared reading, guided reading, independent reading and interactive reading experiences. Our staff has embraced the balanced literacy approach because we believe it is the most comprehensive way to meet the diverse needs of all learners.

Teachers use reading anthologies of authentic literature for whole group reading instruction. In addition to anthology stories, our teachers immerse students in quality literature through the use of big books, non-fiction periodicals and a variety of e-books. These materials are used for word study instruction, vocabulary development and fluency practice. Through the use of formative assessments, students are placed into flexible guided reading groups at their instructional level. Within their guided reading groups, students are engaged in strategy/skill instruction for comprehension. Students are also given opportunities to identify and interpret literal and inferential ideas from the text through the use of reading response journals. Teachers scaffold their instruction to encourage student independence. Students are guided in self-selection of text and work through challenges by applying known strategies independently. Students are not only encouraged to read for content knowledge, but personal enjoyment as well.

Students who are not meeting grade level reading expectations are provided with intensive interventions to improve their reading skills. The Reading Specialist, Building Interventionist, Special Education Support Teachers, as well as additional support staff, provide small group or one-on-one work via research based intervention programs. These targeted programs focus on phonemic awareness, comprehension and fluency. Additional time after school is provided for groups of students meet to be re-taught vocabulary and comprehension strategies.

In addition to research based practices, we also employ creative methods to motivate students to improve their reading skills. For example, monthly visits from R.E.A.D (Reading Education Assistance Dogs) help to build fluency, stamina and confidence for our struggling readers. Annually our student body is invited to participate in a school-wide reading incentive program, where students track their reading habits, working as a class to accumulate the most minutes read. Individually, students may also participate in an incentive based reading comprehension program. This program provides additional enrichment opportunities for our above level readers.

3. Mathematics:

White Eagle's math curriculum is driven by the Illinois State Standards. Math instruction is delivered using a variety of instructional methodologies designed to customize instruction to the diverse needs of our student population. The spiral curriculum provides students with repeated exposure to math concepts. Students do not have a one-time chance to master a math skill, but rather multiple opportunities to review and practice throughout the year. Our math curriculum emphasizes problem solving and encourages students to learn multiple ways to arrive at an answer. Teachers utilize cooperative grouping as a strategy for students to show each other how to solve problems in different ways. Our instruction encourages a hands-on approach to learning math concepts, incorporating manipulatives and visuals whenever possible. Written expression is also integrated into the math curriculum. Students are taught to write about their mathematical thinking and how they arrive at their solutions. Games are an integral part of learning and practicing math concepts and facts. Our teachers create a learning environment where students enjoy math activities. Daily math fact practice is incorporated into the math curriculum in order

to build students' speed and automaticity. Finally, teachers strive to help students connect the math content with real world applications.

In order to meet the needs of students who are performing below grade level, teachers utilize small group instruction within their math classes. Teachers use formative assessments to plan guided math lessons. These lessons are able to target specific skill sets that require remediation. Teachers also incorporate technology into math instruction for these students, using specially designed software or web-based programs to give students even more opportunities to practice skills. In order to meet the needs of students who are performing above grade level in math, our school provides the opportunity for students to participate in an accelerated math class at grades three, four and five. These identified students generally work one grade level above and move at a faster pace. Our school structure also allows for co-teaching opportunities within math classes. By pairing a special education or gifted resource teacher with a regular education teacher, math lessons can be differentiated to support remediation or enrichment. We believe these instructional practices and the staff's openness to new ideas and methods have contributed to the school's high level of math achievement.

4. Additional Curriculum Area:

Physical education classes at White Eagle School are a great example of the school's mission statement "Challenging Students to Reach their Potential." All students at White Eagle are taught to focus on ways to make and attain personal goals. These goals are based on a student's individual abilities which encourage students to always strive to achieve their personal best. PE at White Eagle does not foster a competitive atmosphere, where students focus solely on winning a game or being the biggest, strongest or fastest. Rather, at White Eagle PE teachers carefully craft lessons in which there is a high emphasis on achieving personal goals, teamwork, communication, collaboration, creativity and problem solving.

The lessons taught in PE align with the District 204 Physical Education Curriculum, encompass 21st Century Skills, encourage higher level thinking and support several areas of the core standards. For example, in the pedometer unit, the students learn how to use pedometers to count how many steps they run or walk in a class period and how to convert those steps into miles. Each class period, the students are encouraged to try to take more steps than they had in the previous session. During the heart unit, the students are taught how blood flows through the heart and circulates to the rest of the body. The students have the opportunity to learn and demonstrate essential PE skills as they travel through the "Heart Adventure Obstacle Course", which simulates how blood cells move throughout the body. These are just two examples of how math, science and reading are integrated into activities, while challenging students to reach their potential.

Teamwork and collaboration are at the center of all PE activities and there is a high sense of personal responsibility and accountability for students. All activities foster participation for students at all ability levels, including students with special needs. Each game played in PE has built in modifications and extension opportunities for all students to use as appropriate. The students are always encouraged to come up with new ways to practice the skills they learn in the different units and demonstrate them for other classes to use in the future. The students in White Eagle Physical Education classes learn that the activities they participate in PE are not only important to keep their bodies healthy, but their minds as well.

5. Instructional Methods:

In order to differentiate instruction, a variety of instructional grouping methods are used each day at White Eagle School. Every classroom teacher utilizes guided reading groups to ensure that students are instructed with reading materials at their level. Flexible grouping methods are applied to maximize student interaction and help students learn from each other's strengths. In the intermediate grades, students are grouped for math, with some students following the regular curriculum, while others work a grade level above in the accelerated class.

White Eagle staff also utilizes co-teaching as a means to differentiate instruction. One example is the use of the gifted education resource teacher to co-teach math in the regular education classroom. This practice allows students who have mastered a concept to have an enrichment opportunity with one teacher, while the other students who need re-teaching can meet with the classroom teacher. Another example pairs a special education teacher with a classroom teacher during reading instruction. This practice allows the special educator the opportunity to bring modified materials into the regular education classroom and educate students in the least restrictive environment.

Differentiation takes place outside the regular classroom as well. English Language Learner (ELL) teachers utilize specially designed learning materials to work with small groups of students in all subject areas. Special Education teachers provide individualized instruction in small groups or a one-to-one setting based on students' IEP goals. Our Reading Improvement Teacher and Interventionist meet daily with groups of at-risk students. This smaller setting allows teachers to use a variety of instructional methods to ensure high levels of student learning and achievement. Some small group differentiation methods include specially designed computer programs, hands-on materials, additional visual supports and/or kinesthetic activities.

Technology is used to support and differentiate instruction both in and out of the regular classrooms at White Eagle. Each classroom has a SMART Board (interactive white board) to provide a multi-media experience for all students. The school relies on a variety of software programs to give students access to highly motivating re-teaching and practice opportunities. Teachers also use a web based program to individualize a unique program for each student. Teachers customize the program to meet their specific instructional goals. Parents are invited to log on with their child at home for additional practice or enrichment opportunities.

6. Professional Development:

White Eagle Elementary School functions as a Professional Learning Community (PLC) whose goal is to enhance professional effectiveness through supportive and shared leadership, collective creativity and collaborative personal practice. Functioning as a unified staff creates supportive conditions and a welcoming environment that is clearly child-centered. We begin each year by reviewing our shared mission, vision and values and use those as a guidepost to make decisions about teaching and learning within our school community. Then as individuals and teams, develop SMART goals (Specific, Measurable, Attainable, Realistic, Timely), aligned with our School Improvement Plan, to focus on areas for growth. The collaboration process ensures that each professional in our school community has a vested interest to foster student success.

Every Wednesday morning before school, the faculty devotes an hour of time to professional development. The structure and content of these meetings is planned by our Instructional Leadership Team to address the individual needs of our learning community. Staff members meet to analyze student data and make instructional decisions. Teachers will also present on topics related to instruction and best practice. Instructional committee meetings provide teachers the opportunity to plan and evaluate curriculum to better meet the needs of students. The district also provides further professional development opportunities through institute days and staff development workshops.

As a school we recognize, honor and utilize our own collective wisdom. Teachers visit each other's classrooms to observe different ideas and share their individual expertise through presentations to the entire staff. This year we implemented Professional Interest Groups, which are interest-based book studies on current educational topics. After reading and engaging in group discussions, we accepted the challenge of applying these new ideas in our own classrooms. Each group then presented the knowledge and experiences gained to the other members of our staff. This sharing of ideas exemplifies the culture of communication, risk taking and collaboration that is embedded in our professional development activities. We believe that this approach has led to increased levels of achievement for our students.

Our staff celebrates our successes and continues to reflect on our practices. We work to support school goals by promoting more effective teaching and learning, exploring current research in education and fostering personal and professional growth. Collaboratively we develop customized learning strategies that meet the needs of all students, helping to close achievement gaps and inspire all students to reach their greatest potential.

7. School Leadership:

The leadership philosophy at White Eagle School is built upon the philosophy of a Professional Learning Community (PLC). This approach is evidenced by our weekly professional development meetings. The staff uses this time to analyze student data and make instructional decisions for individual students. The principal will seek out key staff members to share their expertise and provide professional development for their colleagues within the building.

The leadership structure at White Eagle begins with the Instructional Leadership Team (ILT). The ILT consists of equal representation of grade level leaders, support staff, administration and specialists. The principal's role is to facilitate ILT meetings and ensure the engagement of staff within the decision making process. This structure allows ILT members to effectively further district initiatives and policies as well as evaluate practices within the school. The ILT examines data and develops the School Improvement Plan which focuses on improving student achievement. The school improvement plan is used as a guide to create a framework for professional development in the building and committee work within the building.

The committee structure that has been developed at White Eagle is a key ingredient of our overall focus on improving student achievement. Our curriculum committees' primary function is to improve instruction in the areas of literacy and math. Committee members collaboratively brainstorm ways to support the school improvement plan, to ensure that action items within the plan are being carried out.

Another example of the school's focus on improving student achievement is evidenced by the school's use of Instructional Practices Inventory (IPI) walk-throughs. The IPI process allows specially trained professionals from both within and outside the school to critically examine school-wide instructional tendencies. The IPI data quantifies the level of student engagement and the frequency of higher level thinking opportunities. The principal leads the staff through the process of analyzing the data. The staff uses the data to reflect and adjust instruction to increase student engagement by incorporating additional higher level thinking activities throughout the curriculum.

Beyond PLC work and the facilitation of building initiatives, the principal's role as evaluator is one of his most important. The evaluation process is a collaborative relationship between evaluator and teacher which cultivates professional growth and reflective practice. The principal, through staff evaluations, is able to guide teachers toward more effective instructional practices that work to ultimately increase student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100	98	96	97
Exceeds	73	84	81	72	70
Number of students tested	89	100	86	109	105
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	2	1	2	2	0
Percent of students alternatively assessed	2	1	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	2	2	2	3
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	4	2	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	1	1	3	5
4. Special Education Students					
Meets/Exceeds				82	
Exceeds				53	
Number of students tested	5	4	2	17	9
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	6	6	4	0
6. Asian					
Meets/Exceeds	100	100	100	96	97
Exceeds	88	100	93	89	67
Number of students tested	24	43	27	28	67
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL10

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STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	97	98	94	91
Exceeds	54	64	69	55	45
Number of students tested	89	99	86	109	105
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	2	1	2	2	0
Percent of students alternatively assessed	2	1	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	2	2	2	3
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	4	2	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	1	1	3	5
4. Special Education Students					
Meets/Exceeds				82	
Exceeds				35	
Number of students tested	5	4	2	17	9
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	5	6	4	0
6. Asian					
Meets/Exceeds	100	100	100	93	96
Exceeds	71	74	70	68	48
Number of students tested	24	43	27	28	25

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	100	96	99	97
Exceeds	66	72	50	60	63
Number of students tested	104	90	106	105	91
Percent of total students tested	99	97	98	100	99
Number of students alternatively assessed	1	3	2	0	1
Percent of students alternatively assessed	1	3	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	1	5	3
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	3	4	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	3	5	3
4. Special Education Students					
Meets/Exceeds			85		70
Exceeds			8		40
Number of students tested	5	4	13	9	10
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	4	2	4	0
6. Asian					
Meets/Exceeds	100	100	96	96	100
Exceeds	90	100	78	61	90
Number of students tested	39	43	27	28	21

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	99	92	96	96
Exceeds	66	59	58	57	53
Number of students tested	104	90	106	105	91
Percent of total students tested	99	97	98	100	99
Number of students alternatively assessed	1	3	2	0	1
Percent of students alternatively assessed	1	3	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	1	5	3
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	3	4	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	3	5	3
4. Special Education Students					
Meets/Exceeds			69		80
Exceeds			31		30
Number of students tested	5	4	13	9	10
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	4	2	4	0
6. Asian					
Meets/Exceeds	100	100	93	93	100
Exceeds	79	59	59	57	62
Number of students tested	39	29	27	28	21
NOTES:					

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	92	98	93	98
Exceeds	63	42	37	40	51
Number of students tested	88	106	97	92	136
Percent of total students tested	97	98	100	99	99
Number of students alternatively assessed	3	2	0	1	1
Percent of students alternatively assessed	3	2	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	7	2	2
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	4	3
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	5	4	6
4. Special Education Students					
Meets/Exceeds		64			92
Exceeds		7			0
Number of students tested	4	14	5	7	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	4	1	0
6. Asian					
Meets/Exceeds	100	100	100	95	100
Exceeds	82	77	42	67	58
Number of students tested	34	26	26	21	31

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Illinois State Acheivement Test

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	95	96	96	90
Exceeds	66	60	56	59	53
Number of students tested	88	106	96	93	136
Percent of total students tested	97	98	100	99	99
Number of students alternatively assessed	3	2	0	1	1
Percent of students alternatively assessed	3	2	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	7	2	2
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	4	3
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	5	4	6
4. Special Education Students					
Meets/Exceeds		79			54
Exceeds		14			8
Number of students tested	4	14	5	8	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	3	1	0
6. Asian					
Meets/Exceeds	100	96	96	95	90
Exceeds	76	81	68	76	65
Number of students tested	34	26	25	21	31

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	98	97	97	96	97
Exceeds	67	65	54	58	60
Number of students tested	281	296	289	306	332
Percent of total students tested	98	98	98	99	99
Number of students alternatively assessed	6	6	4	3	2
Percent of students alternatively assessed	2	2	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	6	9	10	9	8
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	5	8	12	10	11
3. Hispanic or Latino Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	6	7	9	12	14
4. Special Education Students					
Meets/Exceeds	0	40	55	42	59
Exceeds	0	4	5	27	12
Number of students tested	14	22	20	33	32
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	13	12	9	0
6.					
Meets/Exceeds	100	100	98	95	98
Exceeds	86	94	71	72	68
Number of students tested	97	112	80	77	119
NOTES:					

12IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	97	96	95	95	91
Exceeds	62	61	60	56	50
Number of students tested	281	295	288	307	332
Percent of total students tested	98	98	98	99	99
Number of students alternatively assessed	6	6	4	3	2
Percent of students alternatively assessed	2	2	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	6	9	10	9	8
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	5	8	12	10	11
3. Hispanic or Latino Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	6	7	9	12	14
4. Special Education Students					
Meets/Exceeds	0	50	44	41	46
Exceeds	0	8	20	17	12
Number of students tested	14	22	20	34	32
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	12	11	9	0
6.					
Meets/Exceeds	100	98	96	93	94
Exceeds	75	71	65	66	58
Number of students tested	97	98	79	77	77
NOTES:					

12IL10