U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 145 North Sleight Street
(If address is P.O. Box, also include street address.)

City Naperville   State IL   Zip Code+4 (9 digits total) 60540-4739

County Dupage County

Telephone (630) 420-6338   Fax (630) 637-7321

Web site/URL
https://www.naperville203.org/ellsworth   E-mail krutan@naperville203.org

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

_____Date_____

(Principal's Signature)

Name of Superintendent*_Mr. Dan Bridges_____E-mail_dbridges@naperville203.org_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Naperville CUSD 203   Tel. (630) 420-6300

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

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson MS. Kristine Gericke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____Date_____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   14 Elementary schools (includes K-8)
   (per district designation):   5 Middle/Junior high schools
                                            2 High schools
                                            0 K-12 schools

                                            21 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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

   [ ] Urban (city or town)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	43
1	34
2	39
3	39
4	38
5	38
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	231

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

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate): <u>9</u> % Asian
                                          <u>8</u> % Black or African American
                                          <u>12</u> % Hispanic or Latino
                                          <u>0</u> % Native Hawaiian or Other Pacific Islander
                                          <u>60</u> % White
                                          <u>11</u> % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: <u>6</u>%

    If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred *from* the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2021	237
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

    <u>Albanian/Tosk (Albania), Arabic, Chaochow/Teochiu (Chinese), Czech, Gujarati, Hindi, Lithuanian, Malayalam, Mandarin (Chinese), Mongolian, Polish, Portuguese, Russian, Spanish, and Turkish.</u>

    English Language Learners (ELL) in the school: <u>8</u> %

                                                         <u>18</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>21</u> %

               Total number students who qualify: <u>49</u>

8.	Students receiving special education services with an IEP:	12 %
		Total number of students served		27|

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

2 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	2 Other Health Impaired
7 Developmental Delay	5 Specific Learning Disability
0 Emotional Disturbance	9 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9.	Students receiving special education services with a 504:	3 %
		Total number of students served:		6

10.	Number of years the principal has been in the position at this school: 2

11.	Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12.	Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1	18:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes ___   No _X_

   If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Ellsworth Elementary School believes that all students deserve powerful instruction, a safe and supportive learning environment, and strong relationships with their teachers, staff, classmates, and community.

17. Provide a URL link to the school's nondiscrimination policy.

Non-discrimination Policy: https://www.naperville203.org/domain/1742

Comprehensive Equity Plan : https://www.naperville203.org/Page/8171

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

PART III – SCHOOL OVERVIEW

Ellsworth Elementary school is one of the oldest elementary schools in Naperville, Illinois, having been established in 1928. In some ways, walking around Ellsworth is like stepping back in time, with charming details from the past around every corner. Materials are stored in built-in oak cabinets with their original pickled stain, and the pendulum of our main-hall clock has been steadily swinging for nearly a hundred years. In other ways, however, walking around our school is like jumping forward into an exciting future - with the best teaching and learning practices on vivid display. An observer might encounter first graders coding robots, second graders taking a gallery walk, third graders creating a "wax museum" of prominent leaders, fourth graders making stop-motion films, and fifth graders printing 3D designs. Ellsworth uniquely balances history and tradition with innovative ideas and practices to achieve a balance that helps our students honor the past, succeed in the present, and prepare for an even better future.

Current students and families are a unique mix of former parents who moved back so their children could attend the school they knew and loved themselves, neighborhood families, new families from the surrounding areas, and families who moved here from countries all over the world. Even though Ellsworth is the smallest school in the district with a student enrollment of 230, students come from a wide variety of cultures and countries—this year alone, they hail from Russia, Brazil, Sweden, China, and Ukraine. We have children who enter the building for the first time as kindergarteners who already know how to read, and others who come to us as first graders who have never before experienced a structured learning environment. We meet every student exactly where they are and provide all the tools and support they need to thrive. We have several staff members who have taught here for over 30 years, nurturing generations of families through their vast expertise, and we have many newer teachers whose innovative educational approaches enrich students' academic experiences. We are diverse, but we are devoted to each other. Ellsworth is a place where every person's background, language, and identity are embraced and celebrated—where people can be their authentic selves and feel comfortable, respected, and supported. All students, staff, and families know each other, which would become especially apparent upon taking that same walk around our building and hearing every single student greeted by name by every single staff member—a quality that many of our fifth graders have cited as one of the many things they love best about our school. Our space is friendly, welcoming, vibrant, and full of cheerful energy—students and staff are genuinely excited to come to school. Ellsworth Elementary is a family, and the school truly feels like home.

Ellsworth embodies a collaborative approach in which all staff members work together to support students no matter the assigned role. We function as a team and value a growth mindset culture to integrate curriculum, instruction, and assessment. Ellsworth staff seek out opportunities to continue to grow in our practice and can always be found chatting about the latest podcast related to reading, observing a colleague facilitating a math talk for students, and reviewing and discussing new ideas to ensure our classrooms are culturally responsive and supportive of each of our students. We have teams researching new ideas for foundational literacy instruction, teams planning and presenting on the topic of math discourse and best practice in terms of feedback, and teams planning professional development around the concept of identity in our school. The true practice of collective teacher efficacy is what sets Ellsworth apart - staff members push themselves and each other to keep learning together. Students know they matter to each member of our school community and staff strongly believe all students can achieve high growth and success.

In addition to strong collective efficacy, Ellsworth has a systematic approach to reviewing student growth and achievement in academic standards as well as social-emotional standards. Student progress in both academic areas and social-emotional learning needs are reviewed weekly within grade-level teams as well as each trimester with the larger Instructional Support Team. The research-based curriculum along with student data guides our responsive instructional planning. Ellsworth's School Improvement process centers around the core belief that collective efficacy and collaboration are the foundation of the building - each staff member is a part of our School Improvement Team and works together to set goals, create strategies, monitor progress, and make any needed adjustments to our plan. This school year, Ellsworth added a belonging goal as a part of our school improvement plan. Together, the staff created building-wide strategies to ensure each student and staff member would feel a strong sense of belonging at Ellsworth. Additionally, each grade level team created a specific strategy to meet the needs of their students. We are constantly

seeking feedback from our students and staff and have both a staff committee, The Ellsworth Grows Team, and a student committee, the 5th Grade Student Advisory Team, who meet regularly to offer input and ideas to support our school goals. The result is a dynamic learning environment where all members - students, staff, and the community - feel valued, encouraged, and excited to engage in the adventure that awaits at Ellsworth.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Ellsworth's English Language Arts (ELA) curriculum is based on the Illinois Learning Standards and includes instruction in the areas of reading, writing, listening, and speaking. Teachers integrate standards across curricular areas to optimize instructional time and secure the achievement of every standard. Systematic instruction is provided based on a progression of developmental skills in each of the areas of literacy. For example, Ellsworth's youngest learners need to develop strong foundational skills in phonological awareness, phonemic awareness, and language comprehension. Primary classrooms focus on developing automatic decoding and encoding skills that will benefit students' fluency and comprehension as they continue into the intermediate grades. Word study is included in all grades, ranging from the alphabetic principle in kindergarten to morphology in the intermediate grades. Across all grades, staff members work to increase students' vocabulary and knowledge of the world. In writing, staff members teach a developmental progression of skills. For example, Ellsworth's youngest writers are learning to draw, label, and write simple sentences while our intermediate students learn to draft, write, edit, and publish pieces that synthesize learning or information to be shared with others. Third graders publish spiral-bound informational books on expert topics and share them in a student-created classroom library. Across all grade levels, students continually reflect on their writing by using student-friendly checklists and set goals to continue to grow their writing.

All instruction is grounded in the Gradual Release of Responsibility model. Ellsworth believes in providing students with direct and explicit instruction, time to practice and receive feedback for improvement, and opportunities to demonstrate understanding through independent work. Students learn in a variety of settings. Examples of whole-group instruction include shared reading and writing, read-alouds, and explicit teacher modeling of target skills. Examples of small group instruction include targeted instruction with students who have similar needs, reteaching, groups based on similar interests, and book studies. Examples of one-on-one instruction include reteaching and conferring. Employing a variety of instructional settings gives teachers flexibility during the Literacy Block. These particular approaches are grounded in understanding best practices, the impact that particular teaching strategies have on learning, and the science around how our brains learn to read.

Assess-plan-teach-assess is the cycle that teachers follow to optimize student growth. By understanding where students are on a progression of skills, staff members can plan, teach, and monitor progress. Ellsworth staff are trained in using a variety of assessments that serve different purposes and speak to different stakeholders. For example, the NWEA MAP Growth assessment helps teachers look for growth across time and compare achievement with similar grade peers. Diagnostic assessments, such as MAP Reading Fluency, Benchmark's Quick Phonics Screeners and Spelling Assessments, help determine what a student can already do and what skills are in their zone of proximal development. Once the specific needs of students have been identified, teachers can plan targeted lessons in either whole group, small group, or individual settings. Progress is monitored and discussed in several settings, including weekly grade-level PLCs, trimester all-school data review meetings, and individual student planning meetings. These collaborative conversations mean staff can monitor student progress and adjust teaching steps accordingly to ensure growth.

1b. Mathematics curriculum content, instruction, and assessment:

The mathematics curriculum is centered around the Illinois Learning Standards and the mathematical practice standards. At each grade level, the amount of time spent on specific standards is reflective of how Achieve the Core outlines each standard as either priority, supporting, or additional. Grade-level fluency expectations are an emphasis throughout the year with the intention of students becoming flexible thinkers while using efficient and accurate strategies. Each grade level team also includes a cycle of review to maintain progress on previously taught standards. The mathematical practices are embedded into daily work through tasks that provide a rich variety of cognitively appropriate strategies and frequent opportunities for

collaboration. Our aim is for these tasks to continuously be culturally responsive and student-centered. This approach to mathematical instruction at Ellsworth is grounded in evidence-based research.

Math instruction includes a daily numeracy routine, which promotes number sense and student discourse, a mini-lesson, and small group instruction. Small group instruction is both skill-based and strategy-based. The skill-based instruction targets pre-requisite skills, enrichment, or problem-solving. Strategy-based groups support new instruction. This structure reduces the ratio of teacher-to-student interactions in order to personalize instruction and feedback for all students, while also increasing engagement. The NCTM Problems to Ponder are utilized as a tool during small groups to facilitate an application of learning. Instruction in mini-lessons and small groups fluctuates between concrete, representational, and abstract in order to provide opportunities to strengthen students' conceptual understandings. For example, in fourth grade, students use fraction manipulatives and visual models to develop numeric strategies for creating equivalent fractions. Additionally, problem-solving tasks are integrated throughout a unit of instruction for students to experience productive struggle, allow for multiple entry points, and allow for the application of learning. These experiences are most often in the format of Three-Act Tasks and Low Floor/High Ceiling.

Math units include formative and summative assessments that are administered routinely to guide instruction. Summative assessments are analyzed at the middle and end of each unit, while students complete formative assessments either daily or weekly. Through professional learning communities, teachers are able to determine what students know and what instructional steps are needed for students to reach the grade-level standards. Reviewing student work samples allows teams to further determine which phase (concrete-representational-abstract) students need more experience in to deepen their understanding. Benchmarking assessments include NWEA MAP Growth and iReady Diagnostic, each administered three times a year. Grade-level data meetings are held each trimester to analyze growth overall and any trends in student performance that need to be addressed.

The Ellsworth staff embodies a growth mindset culture as we integrate curriculum, instruction, and assessment. The relationship teachers build with each student is often most impactful in areas that cannot be measured by a mathematical assessment, but by the feelings students experience when engaging in class. When facilitating student discussion throughout a lesson, teachers are respectful of individual students' self-identity in math class. Ellsworth strongly believes all students can achieve high growth in mathematics.

1c. Science curriculum content, instruction, and assessment:

Ellsworth's student-centered science curriculum, which is grounded in the Next Generation Science Standards (NGSS), sparks students' imaginations and curiosity by having them actively participate in science and engineering practices. This inquiry-driven curriculum inspires critical interpretation of scientific information through investigations that help students to understand the core ideas and connections between physical, Earth and space, and life science, and to understand, use, and interpret scientific explanations of natural phenomena. Science content that reflects real-world interconnectedness requires students to make and defend claims based on evidence and design solutions that can be applied to real-life problems. Using the 5E instructional model (engage, explore, explain, elaborate, evaluate) teachers foster student engagement and facilitate student synthesis of learning, thus requiring students to reflect on Science and Engineering practices for the day. From disciplinary core ideas to crosscutting concepts, students engage in learning activities that help explain how and why phenomena occur. Some examples of innovation include when the second graders investigate engineering design solutions to soil erosion. By brainstorming solutions and building various types of models, students identify which would be the most effective and why. Another example is when the fourth graders build their own EV3 Lego robots while investigating waves and their applications in technologies for information transfer. The students program the robots to identify and carry out various tasks. Students demonstrate mastery of standards through a variety of modes, including project-based and written assessments.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Ellsworth, staff members strive to nurture students who engage in inquiry to understand how the events and people of the past have influenced our world today. Ellsworth's social studies curriculum was revised

this school year by a curriculum design team that ensured the lessons are culturally relevant and responsive, and reflect the 5 instructional shifts that are the backbone of the Illinois Social Science Standards and the C3 Framework. These instructional shifts include: crafting questions that spark and sustain an inquiry, cultivating and nurturing collaborative civic spaces, integrating content and skills purposefully, promoting literacy practices and outcomes, and providing opportunities for taking informed action. Students evaluate sources and draw from multiple perspectives in order to make informed decisions. It is our goal for students to contribute positively to a diverse society as a result of being globally aware, informed citizens who understand their civic responsibility. Instruction centers on questions, developed by both teachers and students, that are designed to spark curiosity, guide instruction, deepen investigations, and acquire content. Whether the third graders are building models of the globe in an effort to understand the world, or the fifth graders are analyzing political cartoons of the past or exploring virtual civil rights museums, all of Ellsworth students are engaged in learning to help understand essential content and find evidence to support claims focused on compelling questions. While creating media presentations about important historical and social ideas and concepts, students are applying knowledge to real-world problems to prepare for college, career, and civic life. Project-based assessments tied to standards-based learning targets provide teachers with knowledge of student mastery of content and skills presented.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in K-5 receive two music classes per week. The general music curriculum is written in alignment with the National Core Arts Standards and focuses on four strands of music: performing, creating, connecting, and responding. Grades 2 and 5 both prepare for and perform for students, families, and community members. Music instruction in all grade levels includes access to music from various cultures and communities and learning about how music is greatly intertwined with the human experience across the globe.

Students in grades 4 and 5 have the opportunity to join band and orchestra, which is a curricular class, and choir, which is an extracurricular performance opportunity. Students in these groups foster a deeper understanding of music on their chosen instrument/voice, learn how to work as an independent musician and an ensemble, and gain experience in performance settings. Students have the opportunity to continue band, orchestra, and/or chorus at both the middle and high school levels, and have various opportunities throughout the school year to attend performances showcasing the continuum of music education available to students after the elementary level.

Students in K-5 participate in art class once per week. The art curriculum aligns with the Illinois Core Art Standards and focuses on four key areas: creating, presenting, responding, and connecting. In grades kindergarten through second grade, students explore a variety of artistic processes and techniques to experience different media and how they can be used to create personally meaningful artworks. Students in grades 3-5 use the artistic process to engage in creating artworks that have personally meaningful subjects. Students explore how artists from across time and places created art to get inspiration for their artwork. Student artwork is showcased proudly throughout the building, culminating in the Ellsworth Art Show where artwork is displayed in galleries for parents and students to explore.

2b. Physical education/health/nutrition

The goal at Ellsworth is to prepare students to live healthy, productive, and physically active lives by providing a foundation for making informed decisions when it comes to achieving and maintaining a healthy lifestyle. Whether we are exposing and introducing the students to sports that can be played both in and out of the school system or we are practicing the importance of good sportsmanship, the physical education classes provide every student with a variety of challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well being.

At Ellsworth, all students receive two PE classes per week as well as an additional structured recess time for students to engage in physical activity and practice sportsmanship, problem-solving, and cooperative play. Ellsworth boasts a broad-based standards curriculum that is aligned with state (IAHPERD) and district goals as well as SHAPE (Society for Health and Physical Education) and ISBE Enhanced Physical Education.

Ellsworth offers a Running Club in partnership with the Home and School Organization, which is attended by over 150 students and families. This club is steeped in fun and socialization with the purpose to jumpstart a student's day with physical activity and community involvement.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Ellsworth Learning Commons (LC) is the center of Ellsworth and is a place of curiosity, imagination, celebration, and creative expression. Because the LC at Ellsworth is one of the smallest in the district, each book (many of which appear on national, as well as Illinois State Readers' Choice Award lists) has been carefully selected to serve an important purpose for our community–whether to spark imagination; fuel inquiry efforts; offer a window into a different culture, perspective, experience; provide a mirror into one's own unique reality; or simply create delight. Energetic conversations about favorite books between classmates and staff can often be heard while passing through this space.

The Learning Commons isn't just a place to receive knowledge through reading; it's a place to apply that knowledge, to exercise students' own imaginative and creative powers through digital storytelling, design thinking, inquiry discovery, and computer science. For example, students in kindergarten through second-grade program robots, build structures to solve real-world problems, and make their own movie trailers. Meanwhile, students in third through fifth grade create computer programs, hand-sewn characters, stop-motion animations, video games, and 3D-printed designs. All of these activities are rooted in multiple state and national standards.

2e. Any other interesting or innovative curriculum programs you would like to share

Ellsworth fourth and fifth-grade students have the unique opportunity to participate in the First LEGO League Challenge Club. By applying real-world math and science concepts, teams of students design, build, and program robots in an effort to solve issues that today's scientists face. Simultaneously, students are engaged in critical thinking and team-building, while also developing presentation skills to showcase solutions to real-world problems centered around a yearly theme. Students then compete against other First LEGO League teams across the district and state. Ellsworth students met weekly for months to prepare for their competition and could always be found discussing their real-world project ideas and spending extra time programming and practicing their LEGO missions. This past school year, the Ellsworth First LEGO League team placed fourth in the district competition, and students are already talking about their presentation topic ideas for next year.

3.   Academic Supports

3a. Students performing below grade level:

Collaboration and staff collective efficacy are at the core of how Ellsworth provides academic support to all students. Ellsworth has robust systems in place to allow all students to receive targeted instruction to meet their unique learning needs. The School Improvement Plan allows the building to set focused goals for overall instruction based upon a variety of data - state accountability data, NWEA MAP benchmark data, iReady Diagnostic data, district assessments, and classroom performance data. Professional learning communities (PLCs) meet weekly to review progress toward goals and set up targeted support and interventions for students based on pre and post-assessment data. This system allows staff members to make real-time instructional decisions for students and continually assess student progress toward mastery. Within the classroom, teachers differentiate instruction to meet the needs of students through a variety of high-impact strategies. Ellsworth utilizes a targeted learning time to ensure all students get support without missing core instruction. The building schedule allocates this time for math and literacy to align all grade-level staff available to target specific skills with students in small groups.

Additionally, Ellsworth has an Instructional Support Team, which includes all of the following roles: Learning Behavior Specialists, Reading and Math Specialists, Social Worker, Psychologist, Student Services Coordinator, Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Adaptive PE teacher, Learning Support Coach, Principal, English Learner Teacher, School Nurse, and Paraprofessionals. The Instructional Support Team partners with classroom teachers, and each team member brings valuable perspectives to team meetings, grade-level PLCs, and individual student meetings. With student needs at the forefront of each conversation, team members follow a strategic multi-tiered process to review student data, plan for interventions that match the lagging skill, and closely monitor progress to determine effectiveness. The process includes all stakeholders - student, teacher, support staff, administrators, and parents - meeting on a regular basis to review progress. The Ellsworth team consistently reviews student growth and makes adjustments to supports and interventions to maximize student learning and growth.

3b. Students performing above grade level:

Ellsworth also takes a collaborative and systematic approach to supporting students performing above grade level. Classroom teachers and specialists utilize grade-level standards and pre- and post-assessments to determine student mastery of given learning objectives. Teams meet and review data during team meetings and PLC meetings and utilize small group instruction to target specific student needs. Teachers are constantly adjusting classroom instruction to meet the needs of students and utilize a variety of resources to support differentiation within the classroom to ensure students are thinking critically, reading and working with complex texts, and growing mathematically.

Additionally, Ellsworth offers Honors Math beginning in 3rd grade and Project Idea (advanced ELA) beginning in 4th grade. Honors Mathematics is designed for students who demonstrate higher-level mathematical understanding, problem-solving, and reasoning skills and can demonstrate that they grasp mathematics concepts quickly, see patterns, think flexibly, and make connections across disciplines. Because of this, students in the Honors Mathematics program progress through the critical objectives of the Illinois Math Learning Standards at an accelerated rate, challenging students to be independent thinkers, and are often engaged in inquiry-based projects.

Project IDEA (Increase and Develop Excellence in Academics), also known as PI, is designed for students who demonstrate advanced reading comprehension. PI students are able to demonstrate knowledge of complex vocabulary, critically analyze a variety of texts, understand and evaluate varying perspectives, use evidence to develop coherent arguments, and make connections across disciplines, while deepening reading comprehension and analysis using complex texts. Students in this class are required to engage in action research and think critically about diverse characters and topics across a variety of genres.

3c. Students with disabilities:

Ellsworth's Instructional Support Team works together to support students with Individualized Education Plans and 504 Plans. Within the District, there is a continuum of services for students with disabilities designed to offer an inclusive environment for all students. This multidisciplinary team partners with parents through the eligibility process and IEP development. Services and supports are determined based on

evaluation results, and the implementation of research-based interventions provides students with the individualized support needed to access the general education curriculum. The school team prides itself on building strong relationships with students and parents throughout the eligibility and IEP process. For example, there is a designated day each week used to invite parents to meet for IEP meetings, team meetings, and student planning meetings.

At Ellsworth, students who receive special education and additional support qualify under a variety of categories including developmental delay, specific learning disability, autism spectrum disorder, hearing impairment, speech or language impairment, and other health impairment. Building relationships and ensuring a sense of belonging for this population of students is of high priority for all staff. Oftentimes, students have already been receiving support from a variety of staff, which results in a seamless transition from general education to special education. Service providers carefully develop their schedules to provide services for students during times when all students are receiving differentiated instruction. Instruction and support are planned and implemented to address the student's identified needs as well as highlight their individual strengths. For example, a student who is working to build functional and language skills helps with delivering mail to teachers at the end of each day. Students working to build literacy skills have also been invited into younger grade-level classrooms to model as a guest reader. Through accommodations and modifications, staff members ensure that students with disabilities within our school community can access and participate in the same opportunities as their general education peers. For example, for fine arts performances, the use of visuals and repeated practice have supported students in being able to independently perform.

3d. English Language Learners:

Ellsworth has many families from a variety of backgrounds who speak different languages at home and qualify for EL (English Learner) services. Ellsworth provides TPI (Transitional Program of Instruction) to students who qualify for EL services based on WIDA's language proficiency screener. Students in kindergarten through fifth grade receive EL services from a certified EL teacher. The Ellsworth community values students' multiple languages as a strength to celebrate and highlight in the classroom environment.

English learners take the ACCESS test, an assessment of English proficiency that shows students' English proficiency level, based on WIDA's English language proficiency scale. In collaboration with colleagues, the EL teacher analyzes ACCESS data to determine students' progress toward proficiency each year. Classroom teachers and the EL teacher maintain high expectations for EL students and jointly monitor and report progress toward the attainment of language proficiency goals as well as grade-level standards. The EL teacher focuses on comprehensible input by planning meaningful activities that integrate lesson concepts with language practice opportunities in all four language domains (listening, speaking, reading, writing), while also maintaining a focus on culturally responsive teaching.

The EL teacher provides content-based ESL instruction and support in the general education classroom, in small groups, or one-on-one for targeted instruction. Students receive a variety of instructional supports depending on their proficiency levels, such as anchor charts, sentence frames, and visuals. The EL teacher supports classroom teachers with family communication through the use of interpreters, translations, and programs such as Talking Points (an app that provides instant translations through text messages). EL families are encouraged to attend the district's Bilingual Parent Advisory meetings, in which the Language Acquisition department shares a variety of resources for families and information about how to support their bilingual children. Additionally, Ellsworth connects families through events like the "Second Cup of Coffee," Ice Cream Social, and new family tours to allow our EL families to meet and connect with Ellsworth staff and families.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engagement starts when students are personally greeted by multiple staff members each morning when entering the school and again when entering the classrooms. Ellsworth staff members pride themselves on positive relationships that have been built with each student in the building, and on continuing those positive relationships as students move from kindergarten through fifth grade. Those personal greetings are meaningful and important and often include follow-up questions to students about important personal events in their lives.

Class meetings and feelings check-ins are often conducted each morning and again after lunch and recess or at the end of the school day to ensure staff members meet each student's social emotional learning (SEL) needs, offer life social skills, and foster positive relationships within each classroom community. This consistent focus on SEL encourages students to trust their teachers and peers, and take academic risks. Students are excited to connect and engage with their current teachers and visit former teachers.

The building-wide School Improvement Plan goal of having a sense of belonging ensures that all staff members are purposefully and intentionally working towards a strong school community. The monthly school-wide SEL themes such as belonging, empathy, gratitude, growth, and celebrating one another provide opportunities for students to embrace diversity, celebrate differences, and foster friendships.

The creation of a fifth-grade student advisory team provides the platform for students to share new school-wide ideas, provide feedback to staff about building policies, and serve as liaisons between staff and students, ensuring student voice is valued and represented.

While grade-level curriculums are rigorous, teachers infuse learning activities that provide choice and lend themselves to inquiry-based learning and problem-solving. The use of purposeful technology; carefully selected reading materials that celebrate students' backgrounds, experiences, cultures, and interests; differentiated resources, and best practice instructional strategies encourage the students to take ownership of their learning.

Students are viewed as leaders within the building and within each classroom. In some grades, students lead parts of the learning activities during math and literacy. During math, students lead a math routine for the class facilitating math conversations with their peers and recognizing all voices in the classroom. Fourth-grade students created and run a school store that allows them to bring social studies learning to real-world practice. Students create individualized, short-term, and long-term academic and social-emotional goals and are provided multiple check-in and reflection opportunities along the way.

Weekly teacher professional learning communities and professional development opportunities keep Ellsworth staff abreast of student data and standards mastery, highlighting needs for targeted learning.

2. Engaging Families and Community:

Ellsworth staff members believe that strong parent partnerships are the foundation of the school and play a pivotal role in the building's success. On any given day, a visitor to Ellsworth will find parents reading in classrooms, pitching kickball during recess, or meeting to plan the next Ellsworth family event. Additionally, Ellsworth School partners with Ellsworth Home & School (H&S), an active volunteer group made up of Ellsworth School parents and guardians who work in cooperation with the staff and the administration to create and cultivate the community atmosphere.

Ellsworth H&S has a variety of committees from SFCP (School Family Community Partnership), which works with the Naperville Education Foundation (NEF) and other local organizations to plan events meant to bring the community together, to Ellsworth Running Club, which has multiple parents and teachers leading 150+ runners several mornings per week during the Fall and Spring.

Part of Ellsworth's charm is that it is located in the historical district of the city, which also happens to be centered in the heart of North Central College's campus. This location fosters a natural connection between the school and the various college events and programs offered. Whether there is a college student looking to grow in his or her practice or a former parent or staff member looking to stay connected, opportunities to volunteer in the school are endless.

Ellsworth staff members work together with families, H&S, Naperville Education Foundation, and various other community organizations to ensure student needs are met throughout the school year. Ellsworth is part of a newly created RISE program (Removing Barriers, Individualized Support Plans, Services for Students, and Empowering Families) which allows students and families to receive support with housing, transportation, and medical needs. Additionally, Ellsworth organizes several collections - food drive, winter clothing drive, toy drive, book exchange, etc. - throughout the school year to benefit Ellsworth families and the surrounding community. Some of the collections are organized by Ellsworth staff members and some are organized by Ellsworth students through the Student Council. Daily breakfast is available to all students, and Champions partners with Ellsworth to provide morning and after-school childcare for families and offer a reduced or free rate for families in need. Ellsworth also has a WATCH D.O.G.S. program that invites male family members into the building to provide a positive role model to students during lunch and recess.

3. Creating Professional Culture:

It is Ellsworth's goal that all staff members feel a sense of belonging. In an effort to achieve this, staff members work hard to build positive, trusting relationships that foster risk-taking and promote the ability to overcome obstacles. One of the most important strategies in doing this is listening. The leadership team listens to what the staff needs when working with students in order to plan professional development topics, and monitor staff stress levels both personally and professionally to ensure no one's "plates" are overflowing. The "all in" model approach provides staff with the trust in knowing that someone will always be there to provide support, assist with any needs, and brainstorm the best possible strategies on how to move forward. Whether it is through co-teaching, modeling, and/or idea sharing, our coaching and teaming models allow staff to ask questions, share ideas, and grow within their own practices. The weekly PLCs, bi-weekly staff meetings, bi-weekly SEL committee meetings, weekly student planning meetings, and an overall "open-door policy" provide the outlet and platform for staff to share ideas, concerns, and strategies for moving forward in a positive, productive manner.

Rather than having a select group of committee members create the School Improvement Plan, the Ellsworth staff developed the building-wide literacy, mathematics, and SEL goals together, ensuring each member had a voice in the process. Additionally, each grade level team created individualized action steps that contributed to the attainment of the building-wide goals.

The professional development that is provided to staff is always timely, current, engaging, and research-based, which leaves staff with actionable ideas that can be implemented immediately. Facilitators strategically and purposefully circle back to previous learnings and build upon professional learning topics to ensure it is never a "one and done" learning opportunity. This helps keep the staff current in their practice and ensures they are utilizing best-practice instructional strategies.

Most importantly, it is always Ellsworth's goal to have fun! Through silly staff challenges, games, surprise lunches, and social opportunities, we encourage a friendly atmosphere where staff can laugh and enjoy coming to work each day. It is important that the staff gets to know each other in different ways, including learning about each other's personal hobbies and talents and seeing how each member is unique and special as an individual.

4. School Leadership:

The building principal believes that collaboration and collective efficacy are paramount to the success of Ellsworth's students, staff, and community, and actively works to build a safe and supportive learning environment that encourages teachers and students to think creatively, take risks, make mistakes, and make

the needed instructional decisions to best support students. The principal and key leaders, who include the Student Service Coordinator, Learning Support Coach, Learning Commons Director, Reading Specialist, and Math Specialist, work in partnership with all stakeholders, and actively involve all staff in decision-making at the building level. The core beliefs of the building - a safe and supportive school community, strong relationships, and powerful instruction - are at the forefront of all decisions and plans for professional growth for staff and instruction for students. The school leadership philosophy is one that encourages constant collaboration and is structured to allow for team problem-solving, creative thinking, and real-time adjustments to curriculum, instruction, student support, and other building needs.

The school improvement process is unique at Ellsworth and involves all staff members rather than a small core group of teachers. School Improvement meetings are part of faculty meetings, allowing all staff to create, monitor, and adjust school improvement goals, action steps, and plans throughout the school year. Together, the staff review school data, discuss student learning needs and targets, and set action steps in the areas of English Language Arts, Mathematics, and Social Emotional Learning and Belonging. Grade-level teams and specialists review individual grade-level data to determine individualized goals and action steps. This process allows Ellsworth staff to align school improvement goals across the building by reviewing data, setting grade level and building goals, planning for professional development, problem-solving, and brainstorming new ideas.

The principal believes in empowering others and learning and growing alongside the staff. The principal is actively involved in weekly professional learning community meetings (PLCs) as a participant and learner. The main goal is to create a safe, collaborative, and engaging environment for staff to learn, grow, collaborate, and embody true collective efficacy. Each PLC team includes grade-level teachers; the Learning Support Coach, who facilitates the meetings and provides resources and coaching for staff; Math Specialist; Reading Specialist; English Language Teacher; Student Service Coordinator; Learning Behavior Specialists; and Classroom Support Staff. All teachers work together to review student data and progress, set instructional outcomes, plan instruction, participate in professional learning, and collaborate on instructional support for students. The result is a dynamic team of talented educators who all work together to create the best learning experience for each of our students.

5. Culturally Responsive Teaching and Learning:

Ellsworth encourages and celebrates diversity through building relationships among staff, students, and families. Intentional decision-making impacts the overall understanding of the diverse backgrounds within the Ellsworth community. Staff members look through an equity lens to ensure all students can access the curriculum within the educational environment.

A team of Ellsworth staff members attended Corwin's two-year deep equity training, learning the Culturally Responsive Practices Principles. The professional learning empowered all staff to look through an equitable-based lens incorporating ideas and strategies within each classroom or small group while growing staff relationships with students. This Deep Equity Team, which includes a parent liaison, has transitioned into the Ellsworth Grows Team, which continues to meet monthly to discuss and plan for student equity and belonging. This team uses data from the Illinois 5Essentials and Panorama Surveys to inform how Ellsworth can better meet the needs of students. Based on the results, the team decided to create a student advisory panel to gather student input related to the needs of the school to give students a way to voice their concerns or celebrate their experiences within the school environment. Additionally, this team reviews and monitors the school improvement goal centered around belonging, ensuring successful implementation across the building.

Ellsworth provides relevant professional development opportunities through staff meetings led by the Ellsworth Grows team, institute days facilitated by experts in the field of educational equity and identity, and PLCs centered around real-time student data and needs in the classroom. Learning resources are shared with staff and keep diversity and student identity at the forefront of instruction.

Ellsworth has a team of instructional support staff who share an all-in approach to meet the needs of each student. Student progress is discussed in order to decide what instructional decisions could be made to

increase each student's progress level. This team discusses social-emotional needs and academic data to inform decisions about each student in order to increase equity in the classroom and successfully access the general education environment.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that exemplifies Ellsworth Elementary School and has been most instrumental to the building's success is the concept of collective efficacy and how it defines the culture of the Ellsworth community. Whether a staff member is new to Ellsworth or has been a part of the staff for many years, staff members seek out opportunities to learn from each other in order to support each other and the students. Staff members value professional learning and the knowledge they bring to each other, often sharing the latest educational podcast, resource, or idea with a passion and excitement that circulates throughout the building. Staff consistently choose to learn together. As an example, the primary learning teams and Reading Specialist read Shifting the Balance and together implemented new practices to help develop the kindergartners and first graders as readers. The second-grade team formed a partnership with the math specialist to focus on critical thinking and math discourse and co-taught together throughout the year to improve their practice together. Multiple staff members partnered with the Learning Support Coach to plan purposeful tasks for students to demonstrate their mastery of standards. And the coaching team and administration partnered with fellow administrators to share knowledge and ideas related to school improvement and reading instruction.

All staff, no matter their role, work collaboratively and demonstrate true collective efficacy, believing that the work, done together, has the ability to positively impact each and every student. Staff partner with each other for the betterment of the students and often do whatever it takes to ensure each student is feeling a sense of belonging and support, academically and socially. For example, fifth-grade students work with the building principal and Student Service Coordinator as a part of the student advisory team, defining what it means to belong at Ellsworth. The school secretary works with several students who need extra opportunities to serve as role models on Safety Patrol, and the Learning Commons assistant, who worked previously as a writer and academic content developer, meets with grade-level groups to focus on critical thinking and writing. All staff work to create an environment in the classroom where students feel safe to take risks, understanding the process of getting to an answer is just as important as the answer itself. We believe that this all-in approach best serves the needs of the students and leads to greater success at Ellsworth Elementary School. Intentional planning, student-centered decision-making, and the positive and collaborative school culture fuel the many activities and small moments throughout the day that enable students to feel a sense of true belonging within the Ellsworth school community.