2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal: Dr. Michael David Riggle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Glenbrook North High School
(As it should appear in the official records)

School Mailing Address: 2300 Shermer Road
(If address is P.O. Box, also include street address.)

Northbrook	Illinois	60062-6722
City	State	Zip Code+4(9 digits total)

County: Cook State School Code Number*: 14-016-2250-17-0001

Telephone: (847) 272-6400 Fax: (847) 509-2411

Web site/URL: http://gbn.glenbrook.k12.il.us E-mail: mriggle@glenbrook.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent: Dr. David Michael Hales
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Northfield Township High School District #22 Tel.: (847) 998-6100

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Donna Rose Torf
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

0	Elementary schools
0	Middle schools
0	Junior High Schools
2	High schools
0	Other
2	TOTAL

2. District Per Pupil Expenditure: 8798

   Average State Per Pupil Expenditure: 5567

SCHOOL (To be completed by all schools)

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

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

4. 10 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	**7**	0	0	0
K	0	0	0	**8**	0	0	0
1	0	0	0	**9**	256	256	512
2	0	0	0	**10**	261	268	529
3	0	0	0	**11**	289	238	527
4	0	0	0	**12**	296	244	540
5	0	0	0	**Other**	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							2108

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
14	%	Asian or Pacific Islander
1	%	Black or African American
2	%	Hispanic or Latino
83	%	White
100	**%**	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 2 %

This rate should be 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 until the end of the year	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	2108
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 2 %

32 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages: Bulgarian, Cantonese (Chinese), German, Italian, Japanese, Korean, Panjabi (Punjabi), Polish, Russian, Spanish

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 48

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

229 Total Number of Students Served

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

14	Autism	2	Orthopedic Impairment
0	Deafness	33	Other Health Impairment
0	Deaf-Blindness	124	Specific Learning Disability
44	Emotional Disturbance	9	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities		

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)	19	0
Classroom teachers	167	15
Special resource teachers/specialists	0	0
Paraprofessionals	10	1
Support Staff	101	21
Total number	297	37

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	93	%	93	%	93	%	96	%	95	%
Daily teacher attendance	96	%	97	%	96	%	97	%	97	%
Teacher turnover rate	7	%	7	%	11	%	7	%	7	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	1	%	1	%	1	%	1	%	1	%

Please provide all explanations below

A larger number of teachers retired at the end of the 2004-2005 school year.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	500	
Enrolled in a 4-year college or university	86	%
Enrolled in a community college	11	%
Enrolled in vocational training	0	%
Found employment	1	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Glenbrook North High School is a comprehensive four-year public high school located approximately 25 miles north of downtown Chicago and three miles inland from Lake Michigan. Established in 1953 as Glenbrook High School, the school currently serves approximately 2,100 students who reside in the Village of Northbrook, a thriving suburban community of approximately 35,000 residents. In 1962, the school became Glenbrook North High School when a second school, Glenbrook South High School, was established in Northfield Township High School District #225.

The focus since 1953 has been to develop well-rounded students who are academically prepared to pursue post secondary studies at the highest levels and active participants in all aspects of society through participation in extensive athletic and activity offerings at the school. The school mission statement reads, 'Glenbrook North High School is a learning community dedicated to students and committed to quality of thought, word, and deed.' We believe that learning is a dynamic process fundamental to the human condition. All members of our school community can learn and take responsibility for learning. Our curricular and co-curricular programs offer experiences to build essential knowledge and skills which prepare students for productive, ethical lives. All students engage themselves to become knowledgeable, analytical, reflective, and creative learners. All teachers set high expectations and use effective instructional strategies to engage students as learners. Each student is encouraged to excel in the three A's ' academics, athletics and activities, which is reflected in the school's motto: 'We Educate for Living.'

The school curriculum is designed to meet the learning needs of students at every ability level and includes courses in the core areas of English, foreign language, mathematics, science, and social studies. In addition, elective courses are offered in the areas of applied technology, business education, family and consumer sciences, fine arts, driver education, and radio and tv broadcasting. Physical education is required each semester as mandated by the State of Illinois, which has resulted in fitness-based required courses and unique elective offerings such as Aquatics, Lifetime Sports and High Adventure. The Northbrook community recognizes the importance of a quality education and strongly supports the efforts of the school. On a consistent basis, approximately 99% of the senior class matriculates to post-secondary institutions with nearly 90% enrolling in four-year colleges or universities. In the Class of 2007, there were 14 National Merit Semi-finalists and 17 commended students. The average ACT composite score was 25.4, with six students achieving a perfect score on the exam. Approximately 45% of the Class of 2007 took one or more AP exam. A total of 821 AP exams were taken by GBN students last year with 89% of the scores qualifying for college credit.

The school supplements a rich and rigorous academic program with extensive offerings in both athletics and activities, to further develop leadership, teamwork, and provide quality competition. Last year, there were 1784 participants in 28 official sports. In the area of activities, the school offers over 60 clubs and organizations, allowing students to participate in a wide variety of curricular and co-curricular activites including academic, music and drama competitions and performances, and clubs that focus on community service and areas of interest. Glenbrook North is known throughout the country for their outstanding success in policy debate, winning two national championships last year. The school was also named the outstanding debate school in the nation for the last half of the twentieth century by the National Forensic League.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment results in both reading and mathematics indicate all subgroups meeting No Child Left Behind (NCLB)/state standards as measured by the Prairie State Achievement Exam (PSAE). The PSAE is administered to grade 11 students during the month of April. Subgroups at our school consist of the following: Asian, white and students having an Individual Education Plan (IEP). The percentage meeting or exceeding standards in reading for the respective subgroups are as follows: 80.0% Asian, 85.6% white, and 64.6% IEP. The percentage meeting or exceeding standards in mathematics for the respective subgroups are as follows: 90.0% Asian, 87.2% white, and 46.2% IEP. All subgroups in our school have met AYP since the inception of NCLB legislation.

The PSAE reading score is determined by combining the ACT reading subscore and the ACT-based WorkKeys applied reading score. ACT reading consists of passages in 'Practical reading, prose fiction, humanities, natural sciences, and social sciences' designed to measure reading comprehension (http://www.act.org/compass/sample/reading.html). The WorkKeys applied reading is comprised of passages to evaluate students' ability to 'Read and use written text to do a job' (http://www.act.org/workkeys/assess/reading/levels.html). The PSAE math score is determined by combining the ACT mathematics subscore and the ACT-based WorkKeys applied mathematics results. The ACT mathematics exam assesses students' proficiency in 'Performing a sequence of basic operations, applying sequences of basic operations to novel settings or in complex ways, demonstrating conceptual understanding of principles and relationships in mathematical operations' (http://www.act.org/compass/sample/math.html). The ACT math exam consists of problems in the following areas: numerical skills/pre-algebra, algebra, college algebra, geometry, and trigonometry. The WorkKeys applied mathematics assessment, 'Measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems' (http://www.act.org/workkeys/assess/math/index.html).

IEP performance in reading lags behind that of Asian and white by 15.4% and 21.0%, respectively. The achievement gap of IEP in mathematics relative to Asian and white is even greater with differences of 43.8% and 41.0%, respectively. These achievement gaps in both reading and math are due to the unique learning needs in the IEP subgroup. Many of these students have moderate to severe learning disabilities and academic skills ranging from grades 2 to 8. A number of IEP students have Intelligence Quotients (IQ's) of 70 or below. Many of these IEP students follow a functional and academic curriculum, but may not yet have been exposed to the standards measured by the PSAE. As a public school we must fulfill our legal obligation to develop IEP's that address the academic remediation needs of students in the IEP subgroup.

There is a disparity of 5.6% in Asian students meeting reading standards in comparison to white students. Most of our Limited English Proficient (LEP) students are Asian. In the area of mathematics, there is a small gap between Asian students' performance and that of white students. Asian students outperform white students in math by 2.8%. This difference is likely influenced by IEP student performance. Most IEP students are white and their performance on math assessments shows only 46.2% of IEP students meeting standards in mathematics.

2. **Using Assessment Results**

Assessment data is utilized by the school in the areas of curriculum development, articulation, placement of students in course levels and programs, and in identifying individual student needs for intervention and remediation. The data serves as a base for discussion among members of the school community and is an essential component of decision making at all levels.

Each academic department collects and analyzes assessment data as part of the curriculum review process within the school as well as a township-wide articulation process involving the elementary sender districts and the two high schools. Assessment data results are used to identify areas of overall student performance to be improved by revising the school curriculum to more closely match the Illinois State Learning Standards and those established by national

organizations such as the National Council of Teachers of English (NCTE) and the College Board. The school actively seeks to integrate assessment data with instruction so that it drives instruction efforts.

The Terra Nova exam is administered to all incoming freshmen and used by the core academic departments to help determine proper placement in courses and course levels. It is also used to identify students who differ significantly from their peers on local norms. The school then takes action to provide interventions for these students according to the identified areas of academic deficiency. During November of grade 10, the PLAN exam is administered to all students and once again, it is used to identify academic deficiencies. The Prairie State Exam is then administered to all students in grade 11 and assessment data is used to determine areas of weakness in the school curriculum as well as individual academic deficiencies.

3. **Communicating Assessment Results**

All courses at Glenbrook North are based on a semester system which is segmented further into nine week quarters. Student performance is communicated formerly to parents four times each semester. Parents receive progress reports at the midpoint of the nine weeks and a formal grade report at the end of each nine week period. Teachers maintain assessments electronically and performance data is shared frequently with students and parents both formally and informally via personal conferences, by phone or through e-mail.
Standardized test results for the PLAN and PSAE are mailed to the home and results are discussed with students through group meetings and individual conferences. Students are encouraged to develop detailed four year plans including possible career pathways. Areas of academic weakness are discussed and strategies for improvement are developed and implemented. Information interpreting test results is disseminated to parents. Grade 11 students and their parents are introduced to Naviance, an online data system as part of the college application process. Using scatter plots, students and parents use ACT scores and grade point averages to determine the likelihood of admission based on data maintained on previous GBN students.
Finally, District 225 maintains a collection of student assessments as part of the 'Dashboard Reports' available on the district website. These reports plot performance trends over 10 year periods and are used by the school board, administration, and staff during goal setting processes. The district publishes a school report card on its website as required by the State of Illinois. The report card contains student performance data based on the PSAE exam administered to grade 11 students. This student assessment data is presented to the public and discussed each year at a Board of Education meeting. It contains school-wide performance on AYP areas by subgroups as required for NCLB.

4. **Sharing Success:**

Glenbrook North High School celebrates the value of collaborative engagement with colleagues locally and nationally. Whether attending and learning or presenting and sharing at educational conferences near and far, GBN educators seek best practices and champion excellence in educational pedagogy.

Locally, the school has solidified a learning partnership with the elementary sender districts, comparing practices, sharing successes, and building natural bridges to the resources available to ensure healthy transitions for incoming ninth grade students. Teachers in each curricular area meet annually with eighth grade teachers to articulate curricula, collaborate on student placement, and generate ideas for professional development. Additionally, each academic department leads a township-wide articulation study group, comprised of the k-8 districts that send students to the two high schools in the district. This process includes shared research in best practices, data gathering regarding curriculum and instruction, state standards, subject content, and skill development.

Statewide, GBN actively participates in the many conferences available to Illinois educators. We regularly present at the Illinois Association of Teachers of English (IATE), Illinois Science Education Leadership (ISEL), Illinois Principals Association (IPA), Illinois Council Teachers of Mathematics (ICTM), and others. Several of our signature programs such as The Write Place, TEAM, Academy, and Peer Group have inspired similar initiatives in other schools.

Nationally, GBN has presented at the National School Boards Association (NSBA), National Council of Teachers of English (NCTE), Association for Supervision and Curriculum Development (ASCD), National Council Teachers of Mathematics (NCTM), College Board,

United States Conference on Teaching Statistics (USCOTS), and others. In addition to GBN's strong presence in educational discourse throughout our nation, our teachers have published scores of articles and books, many of which are popular resources in classrooms across America

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Glenbrook North curriculum is designed to meet the unique educational needs, interests, abilities, and aspirations of every student. A full spectrum of required and elective courses encourage students to engage themselves to become knowledgeable, analytical, reflective, and creative learners who are well prepared to pursue post-secondary opportunities. Students acquire essential knowledge and skills within disciplines, demonstrate problem solving abilities, gain information literacy, develop communication skills, take increased social responsibility and understand diverse human perspectives and global issues. At the present time, there are 23 AP courses available to students in grades 10 through 12 at the school. Courses in all curricular areas are aligned with the Illinois State and National Learning Standards.

English course content includes reading, writing, speaking, listening, and the study of literature. Students are expected to read with fluency and understanding, understand literature representative of various societies and eras, write to communicate effectively, listen and speak effectively, and be able to acquire, analyze and communicate information. Elective courses are also available in application areas such as journalism, yearbook publication, and debate.
Mathematics course offerings focus on mathematical computation, problem solving and critical thinking to develop life-long problem solving skills. A wide range of courses is available to students from Algebra through AP Calculus and Statistics as well as Multi-variable Calculus/ Linear Algebra.
Science course offerings instill an understanding of the inquiry process; the key concepts and principles of life sciences, physical science, and earth and space sciences; and issues of science, technology, and society in historical and contemporary contexts. Students are engaged in the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. The science curriculum is based on goals designed to exercise critical thinking skills and conceptual understanding.

Social studies emphasizes preparing students for active and reflective citizenship, creating student awareness and understanding of the global community, developing student understanding of American heritage, teaching students to work effectively with individuals and groups in society, and enabling students to become lifelong learners and thinkers. Critical thinking is emphasized in the context of the following skills: evaluating sources, establishing point of view, developing objectivity, determining cause and effect relationships, drawing conclusions, and making connections within and among curricula.
Foreign language courses focus on communication through the acquisition of vocabulary and grammar in meaningful contexts. Students acquire the four skills of listening, speaking, reading, and writing. Culture is an integral part of each course. All levels integrate aspects of language arts, linguistics, world literature, history, geography, and art. Year-long courses are currently available in French, German, Latin, Mandarin Chinese, Russian, and Spanish.
Fine Arts opportunities include courses in the visual arts, broadcasting, drama, and the performing arts. Students involved in fine arts courses will learn the language of the arts, understand how works of art are produced by creating and performing, and understand the role of the arts in society.
Career & Life Skills courses offer students the opportunity to apply academic principles in the areas of applied technology, business education, and family and consumer sciences. Students gain problem solving and technical skills that help them to relate learning to their lives and future careers.
Physical education courses place a strong emphasis on student fitness and well being. Students develop fitness programs and routines to reach a health-enhancing level of physical fitness. Students will understand the factors that influence human growth and development and the principles of health promotion.

2a. **(Elementary Schools) Reading:**

2b. **(Secondary Schools) English:**

Cultivating mature and complex habits of mind is central to the English Department mission. Using critical thinking traits and outcomes developed by Dr. Richard Paul and Dr. Linda Elder, students are guided to explicitly notice and sort out what thinking is and how to do it successfully. Common strategies and resources are used to shape critical readers, writers, speakers, and thinkers. Active Reading is utilized with an emphasis on marking and questioning the text. Drawing from Mortimer Adler's How to Read A Book and other selected works, teachers guide students in identifying strategies writers use to help readers construct meaning. In the area of writing, the English department has developed a common assessment vocabulary and skills continuum for grammar, research, and writing expectations.

Support programs exist to assist students in reading and writing. English Tutorial and Reading Skills Development (RSD) are elective courses designed for students who read below grade level providing instruction in Active Reading, Modeling, Directed Reading-Thinking Activities, word study, vocabulary, phonics, fluency, written response, comprehension strategies and guided practice. RSD students practice reading skills on authentic assignments from across the curriculum. Writing support is available through the school's writing center, which offers individual conferences with trained upperclassmen and faculty members on writing assignments throughout the curriculum.

For students with identified learning disabilities, the Special Education Department provides individualized classes to remediate reading. Students work on individualized goals and identified key skills using Evidence Based Educational (EBE) methods. Students build skills through learning strategies consistent with the English Department and RSD program. Using EBE methods, teachers design classes to build individual reading skills and use curriculum-based measures to track growth in reading skills. Students are taught metacognitive skills to self-monitor while reading. Assistive technology enables nonreaders to comprehend reading while listening.

3. **Additional Curriculum Area:**

The focus of the Mathematics Department's curriculum is mathematical computation, problem solving and critical thinking to develop life-long problem solving skills. A wide variety of courses are available to students from Algebra through Advanced Placement Calculus and Statistics as well as Multi-Variable Calculus/Linear Algebra. All four placement levels in mathematics are College Preparatory with support mechanisms designed to meet the needs of lower ability students. The mathematics program is built on core skills that are taught and applied throughout each course. Students use these core skills in various forms as they advance to higher level courses.
The content of the mathematics curriculum is based on goals designed to provide high expectations for all students, while developing critical thinking skills and conceptual understanding, and is aligned with Illinois State and National Learning Standards. Curricular goals are also written to promote student-directed learning to ensure that the content is relevant to students' lives. The curriculum is delivered in a coherent manner, and classroom activities reflect current professional research as well as appropriate applications of current technology such as graphing calculators, Smartboards, and a variety of software applications.
Designed with the learner in mind, students often come to consensus on mathematical problems through small group interactions, requiring students to take primary responsibility for the success of the activity. Student-centered learning helps maintain a safe environment for students to make unsolicited contributions during class activities. Finally, content goals permit means of assessment that are suitable for students at each level. Content and skills are vertically aligned within the curriculum. Appropriate skills are introduced, emphasized and enhanced from year to year in our four-year math program.

4. **Instructional Methods:**

We believe that learning is a dynamic process that actively engages students and allows them to become knowledgeable, analytical, reflective and creative learners. Therefore, teachers utilize a variety of research-based instructional methods to meet individual learning styles at all ability levels. General learning and critical thinking strategies and methods include, but are not limited to: identifying similarities and differences, summarizing and note

taking, homework and practice, nonlinguistic representations, cooperative learning, cues, questions and advance organizers, generating and testing hypotheses, problem-based projects, primary source documents, Socratic seminar, mandated responses, exit slips, response cards, appointment clock, think-pair-share, total physical response, journaling, inquiry-based labs, and simulations. Some strategies mentioned above were found to be statistically significant in improving student learning in Marzano, et al.'s, Classroom Instruction that Works (2001). Professional development supports teachers in incorporating these research-based methods and serves as a platform for teacher collaboration. A strong emphasis on the integration of technology to support instruction exists in all areas of the curriculum. In example, the use of wikis, blogs, wired discussion, podcasts, and other forms of participatory media have become commonplace.

In addition to the general methods used across the curriculum, some departments utilize instructional methods that are specific to the content they offer. In reading, methods and strategies consist of Wilson Language materials, Reading Plus software, Kansas Learning Strategies, active reading, writing and reading to learn. Mathematics strategies include the use of graphing and SMART View software, Geometer's Sketchpad, Autograph 3.0, TI-Interactive, manipulatives, and Interactive Math Projects (IMP) books. In science, whiteboarding, the use of scientific notebooks to simulate the work of real scientists, and the use of computer interface equipment to collect data are specific instructional methods common to all science classes. These approaches help students visualize and conceptually understand mathematical and scientific operations, concepts, and applications.

5. **Professional Development:**

Professional development is grounded in our teacher evaluation model. This framework is divided into four core domains comprised of rubrics that provide consistent criteria to assess instruction. This promotes continuous self-reflection with a renewed focus on teaching and learning. Teacher goals drive individual, department-based and school-wide professional development. Teachers are provided opportunities to attend national, state, and local conferences and workshops.

We take a constructivist approach to professional development, bringing teachers together to discuss, intellectually engage, and reflect upon best practices, resulting in 'Intellectual, social, and emotional engagement with ideas, materials, and colleagues' (Danielson & McGreal, 2000, p. 16). The Professional development context is framed by our school improvement goal of improving critical thinking skills. Recent school-wide professional development activities focused on research-based instructional strategies - Classroom Instruction that Works (Marzano, 2001) and Classroom Management that Works (Marzano, 2003).

We have established professional development initiatives to address student achievement in the areas of reading and mathematics. New teachers meet with the reading specialist who presents and models vocabulary and comprehension strategies and provides each new teacher with a personalized folder of research-based strategies. Teachers in an interdisciplinary program (TEAM) participate in professional development presentations in the area of reading. TEAM teachers integrate reading strategies into the curriculum providing daily reading intervention; apply a reading skills continuum to shape their objectives for each unit, and monitoring achievement.

Mathematics teachers and special education teachers attend workshops designed to improve mathematics achievement. Teachers were given strategies to work with students having Individual Education Plans (IEP's) and created research-based activities. Teachers incorporate problems into daily lessons that include important formulas and vocabulary. Math teacher utilize Interactive Mathematics Project (IMP) curriculum. All lower level and TEAM math classes incorporate IMP units which provide students with extensive work in problem solving and critical thinking.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 11 Test Prairie State Exam

Edition/Publication Year Publisher ACT

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	87	84	85	85	87
% "Exceeding" State Standards	31	28	22	34	25
Number of students tested	507	507	522	474	502
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	3	2	1	0	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	90	89	85	89	97
% "Exceeding" State Standards	38	44	32	49	34
Number of students tested	64	82	77	80	76
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	46	39	41	45	50
% "Exceeding" State Standards	13	3	8	13	0
Number of students tested	66	74	56	52	50
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 11 Test Prairie State Exam

Edition/Publication Year Publisher ACT

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	85	84	85	85	83
% "Exceeding" State Standards	29	34	28	26	27
Number of students tested	507	507	522	474	502
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	3	2	1	1	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	80	85	87	81	76
% "Exceeding" State Standards	25	39	26	22	19
Number of students tested	64	82	77	81	76
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	65	46	45	63	62
% "Exceeding" State Standards	14	9	10	11	2
Number of students tested	66	74	56	52	50
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					