U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [] Charter [] Title I [] Magnet [] Choice

Name of Principal: <u>Mr. Howard Holbrook</u>

Official School Name: <u>Daniel Wright Jr High School</u>

School Mailing Address:
  1370 Riverwoods Rd
  Lincolnshire, IL 60069-2402

County: <u>Lake</u>   State School Code Number*: <u>34-049-1030-02-1001</u>

Telephone: <u>(847) 295-1560</u>   Fax: <u>(847) 295-7136</u>

Web site/URL: <u>http://www.daniel-wright.district103.k12.il.us/</u>   E-mail: <u>hholbrook@district103.k12.il.us</u>

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

                                                                          Date
_____
(Principal's Signature)

Name of Superintendent*: <u>Dr. Larry Fleming</u>

District Name: <u>Lincolnshire-Prairieview SD 103</u>   Tel: <u>(847) 295-4030</u>

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

                                                                          Date
_____
(Superintendent's Signature)

Name of School Board President/Chairperson: <u>Mr. David Panitch</u>

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

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

Private Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

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

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

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)

    2   Elementary schools (includes K-8)

    1   Middle/Junior high schools

        High schools

        K-12 schools

    3   **TOTAL**

2. District Per Pupil Expenditure: __13862__

SCHOOL (To be completed by all schools)

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

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

4. __2__ Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	94	98	192
K			0	7	94	107	201
1			0	8	98	90	188
2			0	9			0
3			0	10			0
4			0	11			0
5	94	99	193	12			0
				TOTAL STUDENTS IN THE APPLYING SCHOOL			774

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native

23 % Asian

8 % Black or African American

2 % Hispanic or Latino

0 % Native Hawaiian or Other Pacific Islander

63 % White

4 % Two or more races

100 % Total

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

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

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	10
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	801
(5)	Total transferred students in row (3) divided by total students in row (4).	0.025
(6)	Amount in row (5) multiplied by 100.	2.497

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

Total number limited English proficient 18

Number of languages represented: 8

Specify languages:

Complete list of home languages from Daniel Wright Jr. High -
Albanian, Cantonese, Dutch/Flemish, Estonian, Farsi (Persian), French, German, Greek, Gujarati, Hindi, Italian, Japanese, Korean, Latvian, Lithuanian, Mandarin, Marathi, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Tamil, Telugu (Telegu), Urdu, Ukrainian.

9.   Students eligible for free/reduced-priced meals: __1__ %

              Total number students who qualify: __9__

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

10.   Students receiving special education services: __16__ %

      Total Number of Students Served: __125__

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

5	Autism	0 Orthopedic Impairment
0	Deafness	32 Other Health Impaired
0	Deaf-Blindness	51 Specific Learning Disability
9	Emotional Disturbance	41 Speech or Language Impairment
7	Hearing Impairment	0 Traumatic Brain Injury
5	Mental Retardation	0 Visual Impairment Including Blindness
1	Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	53	2
Special resource teachers/specialists	14	3
Paraprofessionals	9	1
Support staff	16	0
Total number	94	6

12.   Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**19**__ **:1**

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	97%	96%
Daily teacher attendance	95%	96%	96%	96%	95%
Teacher turnover rate	8%	6%	0%	8%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Daniel Wright Junior High School serves approximately 800 fifth through eighth grade students from the diverse communities of Lincolnshire, Prairie View, and portions of Buffalo Grove, Vernon Hills, Mettawa, Riverwoods, and Lake Forest. The school's mission is "…to create a developmentally responsive community which will foster confident, enthusiastic, responsible, life-long learners prepared to make a positive impact on their world."

The rigorous educational program at Daniel Wright supports this mission. Reading, Language Arts, Mathematics, Science, and Social Studies core classes are complemented by a Creative Arts/Physical Education rotation that includes Health, Family & Consumer Science, Performing Arts, Spanish, Technology, Music, and Visual Arts. Instruction focuses on skill development, application, and synthesis. The curriculum envelops social-emotional and national educational technology standards.

Teachers design experiences that extend beyond the walls of the classroom. Students apply knowledge through hands-on lessons (e.g. Colonial Days, mouse-trap cars, wetlands planting). Guest speakers include author visits, Shakespeare troupes, Holocaust survivors, and scientists. Chicago and Illinois resources are accessed for field trips (e.g., Lyric Opera House, Loredo Taft Outdoor Education Facility). Teachers have been awarded grants for special projects (e.g., Math and Science Technology of Robots Club, calculator cars unit). The district partnered with the community to develop Rivershire Park and Nature Center, a 15-acre nature area utilized for cross-curricular units.

Significant student participation in a variety of After-School Activities and clubs develops the whole child at Daniel Wright. Our student body represents an amazing number of talented musicians who consistently perform well in Illinois Grade School Music Association's Organizational contests; and the Show Choir has earned a first rating for 19 years straight! The Scholastic Bowl Team has finished first, second, or third in Illinois since 2004. The Science Olympiad Team finished third in state in 2010, and our students finished first in the county and eleventh in the state on the Illinois Math League Contest last year. We field two athletic teams of equal talent to provide opportunity for more students to participate in sports and still consistently outperform other schools in our conference!

Learning is supported and extended through comprehensive student services programs and specialists. Providing Academic Success for Students study time is available before and after school. Response to Interventionand Homework Club assist at-risk learners. Special Education services range from consultation services through an Intensive Instructional Program. English Language Learner instruction supports international students. Enrichment Learning Model coordinators challenge students through extension activities. Two Licensed Clinical Social Workers and a Nationally Certified School Psychologist counsel students and lead problem solving teams. A full-time registered nurse provides health services. All of our specialists regularly collaborate to address student needs.

Daniel Wright recruits and retains a professional staff. Over 79% have obtained at least one Masters degree. Eleven teachers have achieved National Board for Professional Teaching Standards Certification.

We have tremendous community and family support. With passage of the 2006 Referendum, we maintained optimum class sizes and update technology. Partnering with local businesses, the District 103 Learning Fund Foundation is a catalyst for innovation and enrichment. Recent projects include construction of our Health and Fitness Center and Performing Arts room. The current Digital Classroom Initiative fast-tracks integration of digital tools, including document cameras and interactive white boards, into all classrooms. Our Parent Teacher Organization and Volunteer Council organize and sponsor activities including dance lessons and cultural arts programs; provide Links to Learning teacher grants; and coordinate volunteer efforts in our school. Organization of Music Makers Parents' Association provides substantial volunteer and financial support for the music programs.

While we are proud of our school's academic programs, opportunities for students, staff, and community support, it is our students who deserve recognition. Daniel Wright has earned the Illinois Honor Roll Academic Excellence Award since its inception in 2004, and the *Chicago Sun-Times* recently ranked Daniel

Wright the "best scoring neighborhood middle school" in the state. Daniel Wright students are not only academically talented; they possess great character and embody our Students Take Active Responsibility virtues. Our students are leaders who volunteer talents, time, and treasure for numerous service and charity projects including Toys for Tots, Illinois Vest a Dog, Juvenile Diabetes, St. Jude's Children's Hospital, PADS Shelter, Linus Project, recycling, Haiti, … the list goes on. While they are humble, we are proud that individual students have received the Lake County Excellence in Character Award and Prudential Spirit of Community Award. It is for these students that we are honored to be nominated as a Blue Ribbon school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results:**

Daniel Wright JHS utilizes multiple measures to determine academic growth in mathematics and reading. This includes: the Illinois Standards Achievement Test (ISAT), the Northwest Evaluation Association Measures of Academic Progress (MAP), and the Stevenson High School placement tests.

The ISAT is the instrument used in Illinois to measure the Annual Yearly Progress (AYP) of public elementary and middle schools as required under the federal No Child Left Behind legislation. The ISATs use multiple-choice questions and extended response questions to measure individual student achievement relative to the Illinois Learning Standards. Student test results are categorized in one of four categories: "Exceeds State Standards," "Meets State Standards," "Below State Standards," and "Academic Warning." This is a valuable tool to the teaching staff, as the information can be used to monitor progress over the course of several years. Curriculum improvements and modifications can be made to address areas of need. Further information on the ISAT test may be found at http://www.isbe.state.il.us/assessment/isat.htm.

Over the previous three years, 5th through 8th grade results from the math ISAT tests show that Daniel Wright students consistently scored in the 96.7-98.4% range in the meets/exceeds categories with 61.5- 68% of those students scoring in the exceeds range. In Reading, 96.1-97.0% scored in the meets/exceeds with 46.1 – 54.0% scoring in the exceeds range. During this same time, students with IEPs (Individualized Education Program) in math scored from 84.3 – 93.4% meets/exceeds and from 79.1 – 87.0% meets/exceeds in reading.

Data from the ISAT is not the only measure Daniel Wright uses to target areas for improvement. The Northwest Evaluation Association Measures of Academic Progress (MAP) test is administered to every student in the fall and spring of each academic year in the areas of mathematics and reading. Students who demonstrate difficulties are also assessed after the first quarter to quickly provide appropriate interventions to students at risk. The spring 2009 MAP scores in math show that 44% of Daniel Wright students scored at the 90% nationally when only 10% would be expected to score in this range. In reading, 40% scored at the 90% level.

Finally, information from the Stevenson High School placement tests is used in order to make data-based decisions about successes and areas for improvement in the mathematics and English curriculums. While ISAT and MAP provide data, the real-life translation of these results is the increasing number of Daniel Wright JHS students placing in accelerated classes for mathematics, English, and world languages when entering high school. For example, 36% of the 8th graders placed in accelerated track while 34% placed in honors track for 2010.

2.   **Using Assessment Results:**

The faculty of Daniel Wright Junior High School use assessment results to drive instruction, make decisions for both the individual child and grade levels, as well as to evaluate the effectiveness of existing curriculum, materials and support services. The focus of data analysis is based on state testing, district assessments, and common formative assessments.

By analyzing ISAT (Illinois Standards Achievement Test) results, we are able to compare our performance to other districts across the state. This assists us in understanding areas of strength in our curriculum alignment, as well as in our instructional practices. Recently, the Daniel Wright language arts committee identified gaps in the curriculum through an analysis of the district's writing results on the ISAT. Teachers, administrators, and support staff responded by establishing a task force to bring in experts in the field of writing for staff

development, evaluated best practices in writing instruction, and learned how to best respond to students' areas of weaknesses in written expression. The teachers are in the process of implementing revised pedagogy to improve and enhance student writing.

District assessments, such as the Measures of Academic Progress (MAP), help us to ascertain students' growth overtime, as well as compare students within their grade level locally and nationally. Results from district assessments help to identify students who might be at risk for learning difficulties. Data teams consisting of administrators, special education personnel, support staff, and classroom teachers are able to develop meaningful interventions for those students not meeting grade level expectations. In addition, by examining district assessments, we are also able to identify students who exceed our benchmark expectations. This allows staff to provide differentiated units to challenge and provide extensions for these students through our Enrichment Learning Model.

Common formative assessments are administered every six weeks in math and reading in order to ascertain whether students are meeting grade level benchmark expectations. Common assessments, created by classroom teachers based on the state's standards, provide staff quick results so they may adapt instruction as needed. This provides a check on the effectiveness of instructional methods along with the usefulness of texts and other instructional materials. Results also help to flexibly group students based on their needs. Support staff is then used to provide assistance to address areas of weaknesses and strengths.

3.   **Communicating Assessment Results:**

Communicating ISAT results starts with the instructional staff. Each department analyzes the assessment results to monitor progress and areas of need. This information is one form of data that drives the building action plan for the year. After results have been finalized, the Assistant Superintendent for Instruction and building principals present the data at a Board of Education meeting. In this meeting trends are discussed and questions are asked related to the test results. Follow-up activities are outlined to address areas that need improvement. The Assistant Superintendent for Instruction creates a spreadsheet that compares results and trends for District 103 over a five-year period with school districts of similar size and demographics throughout the Metropolitan Chicago region.

Each of the major metropolitan newspapers conducts a statistical analysis of the data from all school districts throughout the region and the state at large. In October of 2009, Daniel Wright was named by the *Chicago Sun Times* as the "best-scoring neighborhood middle school" in the state of Illinois. This data compares the results of each of the students in a school against the average, rather than simply the total percentage that "Meets" and "Exceeds" standards. The local newspapers conduct follow-up interviews with school officials in order to present the data to the local community. Each school submits demographic data to the Illinois State Board of Education who then in turn produces a school "Report Card" for each school in the state. These report cards are posted online at the district website. Northern Illinois University also produces the Illinois Interactive Report Card http://iirc.niu.edu/ that provides a detailed breakdown, by test and subgroup of all of the results.

Finally, the individual results are mailed to parents. A district overview is posted in communications to the parents through the district's *103 Monthly* newsletters, along with an explanation of scores and how this data impacts our short and long term instructional planning.

4.   **Sharing Success:**

Daniel Wright Jr. High prides itself on working with peers to grow as educators. As a member of a consortium of schools that feed into award-winning Stevenson High School, we articulate with the other schools to share curriculum ideas, lesson plans, and teaching strategies. Recently, the consortium's mathematics and English departments wrote common mid-year assessments for fifth and eighth graders, working together to insure that all students are well prepared as they enter high school. Stevenson biennially hosts a full-day institute that

addresses several common themes. Daniel Wright teachers are active in this institute, presenting workshops such as mathematics problem solving, reading in the curricular areas, and lesson planning using the Understanding by Design process.

The Daniel Wright community is proud of our National Board Certified Teacher's, but even more proud of the way in which the teachers encourage one another to undertake this challenge and then guide and mentor each other, both formally and informally, through the process. Our NBCT's also serve as NBCT mentors outside of our district. It is this environment that keeps our NBCT program thriving.

Colleges and universities eagerly send prospective teachers to Daniel Wright for their student teaching experience. In the last five years 18 student teachers have had DW teachers serve as their cooperating supervisor. One of our teachers spoke to prospective teachers at the Illinois Education Association Student Program State Conference about professionalism and responsibilities. Staff members also share their expertise by teaching courses at community colleges, universities, and serving as consultants in neighboring school districts.

Daniel Wright professionals frequently present at local, state, and national conferences, including the American Library Association and International Reading Association conventions, as well as the Illinois Computing Educators and Illinois Association for Gifted Children conferences. Our student services department has conducted presentations throughout the Chicago area concerning homework strategies, collaborative inclusion, AimsWeb, and working with students in the autistic spectrum. Our health and physical education instructors have presented at the Illinois Association for Health, Physical Education, Recreation & Dance conference as a Blue Ribbon Model School.

Finally, we partner with community members to demonstrate how our successes are collaborative efforts. For example, a member of our mathematics department, along with a detective from the Lincolnshire Police Department, presented a hands-on unit, "ASI – Accident Scene Investigation" at the National Council of Teachers of Mathematics convention. Additionally, when members of our fine arts department present at conventions, our student groups perform at these functions as well.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Science:. Students develop their research, analytical and critical thinking skills. While using scientific vocabulary, they engage in hands-on, inquiry-based units. The Daniel Wright science curriculum, based on the American Association for the Advancement of Science, encourages critical thinking for the 21st Century and is designed to introduce students to physical, earth, and life sciences.

Beyond the core curriculum, students are exposed to a variety of extension and enrichment opportunities. Examples of these include:

· Competitions (Science Fair, Science Olympiad, Science Bowl)

· StarLab

· Sixth Grade Outdoor Education at Lorado Taft Field Campus

· Rain garden and school landscape design/implementation

Social Studies: Social studies education at Daniel Wright is aligned with our school mission to create "lifelong learners prepared to make a positive impact on their world." It becomes evident that this goal is achieved when students reach out to those in need participating in programs such as Pennies for Peace. Curriculum focuses on chronological and thematic instruction in both World and U.S. History while encouraging students to make connections between these curricula and the world today. Teachers created a district-wide vertical curriculum guide that identifies necessary skills and promotes reinforcement through the grades to help students develop tools necessary to become lifelong learners.

Foreign Language: Students begin their foreign language experience in sixth grade during a nine-week Encore rotation. Most students continue Spanish in the seventh and eighth grades, where they learn an equivalent of one year of high school Spanish. The program strives to give students opportunities to acquire proficiency in listening, speaking, reading, and writing Spanish. After the completion of the two-year sequence, and based on the results of a placement exam and the student's performance, over seventy percent of exiting eighth graders are placed in Accelerated Spanish 2 or Spanish 2 in the high school.

Physical Education and Health: Both the Physical Education and Health programs are currently "Blue Ribbon" programs, the highest recognition awarded by the Illinois Association of Health, Physical Education, Recreation and Dance. The Physical Education department also was awarded the Presidential Physical Fitness Demonstration Center status by the United States Department of Education in 2008, becoming the first junior high school in Illinois to be so recognized.

Students receive formal health instruction in fifth through eighth grades. The curriculum spirals upward in each grade level to meet the social, emotional, and physical needs of the growing and maturing student.

Creative Arts:

The **Technology** program focuses on facilitating and inspiring student creativity, and promoting digital-age learning experiences. Students engage in activities in all subject areas to better understand the role and application that technology plays in a rapidly changing world. Specific topics taught in technology classes include Internet safety and effective use, digital citizenship, network use, digital imagery, the use of a multitude of productivity and presentation tools, video creation/editing and computer programming.

The **Performing Arts** Program involves students in movement and interpretive art. Encompassing all aspects of the theater, the class offers students the opportunity to study a myriad of theatrical components--from dance (modern, pop, and original choreography) to Shakespeare and Vaudeville. Students use technology to produce work and record finished projects. Students are encouraged to use creativity in communicating individually as well as in collaborative experiences.

The **Family and Consumer Science** program provides students with practical learning experiences in the areas of foods and nutrition, clothing and textile, and consumer economics. The program provides experiences necessary to be successful in personal, family, and job-related situations.

General Music classes offer hands-on experiences as well as a historical perspective. Students learn to play the guitar and keyboard in order to foster an understanding of chord formation, chord progressions, individual notes & melodies, tuning, and transposing. They also discover music technology that includes terminology, programming, computer software, hardware, MIDI (Musical Instrument Digital Interface), sequencing, and peripherals.

Students also investigate composers and American music from 1900-2010, including American Musical Theater, Jazz, Blues, American Classics, as well as the history of Rock 'n Roll.

Students are invited to augment their musical education through participation in band, chorus, orchestra, show choir, and the school plays.

The **Visual Arts** program offers all students an opportunity to create projects in two and three-dimensional art. Children learn the principles of art and apply those to drawing, sculpture, graphic design, ceramics, collage, printmaking, painting, and technology-based artwork.

Art history highlights major art periods and artists and is integrated into the curriculum through collaboration with academic teachers. Students self-assess their work as well as learn how to evaluate other works of art.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

The strength of the Language Arts/Reading program lies in the efforts of the instructors to present a differentiated approach to teaching. Through their continuous commitment to maintain a progressive and effective approach to instruction, they insure each student is afforded a comprehensive education in this all-encompassing subject area.

These teachers have selected strategic, specific Power Standards on which to concentrate within their grade level. Utilizing *Power Standards: Identifying the Standards that Matter the Most* by Larry Ainsworth, they honed in on essential skills necessary for student mastery of the English language in all of its forms: reading, writing, listening and speaking. Precise grade levels goals, standards, benchmarks, and performances descriptors serve as the blueprint for the spiraling curriculum.

Both formal and informal writing experiences provide students with opportunities to write for a variety of purposes and audiences. Whether writing a letter to an author, an expository essay, or dialogue between two characters, each student strives to clearly engage and move the reader through the paper, using varied, sophisticated sentence structure and language appropriate to the topic.

Literature units are differentiated to address specific skills and thematic sets. Content, process, and product vary in order to target and acknowledge each child's unique blend of knowledge, skill, experience and learning style.

Students study literature through an array of format and content, including novels, short stories, poetry, drama, literary and informational nonfiction, as well as historical, realistic, and science fiction. Students interpret these works through the application of reading strategies, for example, predicting, making connections between the text and experiential background, inferencing, visualizing, and distinguishing author's purpose. Comprehension is demonstrated through analysis of vocabulary, characters, and literary elements.

Another component of the program is independent reading. In order to foster a love for reading, teachers work closely with the school media specialist to encourage students to self-select materials. Teachers, then, provide class time for students to read and reflect on their selections.

Students use media and technology to communicate their knowledge. Interactive Smart Boards are used to more actively engage students in grammar and writing instruction. Students may create DVDs or use PowerPoint Comic Life, or iMovie to present their projects

The Language Arts/Reading program is supported through integration with all other curricular areas. In each grade level, novels supplement the subject-specific texts in order to enhance students' comprehension of the factual information presented.

3.   **Additional Curriculum Area:**

Daniel Wright Junior High School has one of the most highly rated math programs in the state of Illinois. For example, in the 2008/09 school year, 97.2% of Daniel Wright 5th-8th grade students met or exceeded state standards, with 61.5% exceeding state standards. This accomplishment has been facilitated by teacher collaboration, which fosters a cohesive vertical alignment among grade levels.

All grades utilize NCTM and state standards-based curricula. Our 5th and 6th grade programs utilize hands-on, discovery-based programs that allow extensive differentiation and facilitate a deep understanding of math concepts. Beginning with 7th grade, the mathematics program at Daniel Wright offers multiple levels of placement to ensure student understanding and provide appropriate level of challenge for all students. The Daniel Wright mathematics program is designed to provide students with a successful transition to an exceptional program at Stevenson High School.

Daniel Wright math programs require students to demonstrate strong conceptual understanding and computational skills in solving problems. These programs allow students to apply these skills to meaningful real-life situations, which enhance student motivation. Technology is integrated into classrooms with tools such as Smartboards, computer software applications, and graphing calculators. Students utilize the graphing calculators not only for computation and graphing, but also for programming, and collecting/analyzing distance and temperature sensor data in algebra and probability units. Projects provide students with an opportunity to deepen and demonstrate their conceptual understanding of mathematical concepts. Calculator-Robots, Measurement Olympics, Accident Scene Investigation, and You're the Teacher are just a few of the projects that teachers have developed to offer each student differentiation. Students are expected to not only solve problems, but also clearly communicate their problem solving process and reasoning through both oral and written presentations.

There are many opportunities available for Daniel Wright students to receive additional assistance or challenge. Programs such as Lunch'N Learn (an enrichment program), PASS (Providing Academic Success for Students), Response to Intervention support, and traditional teacher assistance are available before and

after school, during the school day, and online. Common formative and summative assessments are utilized to ascertain student understanding within grade levels and respond according to student needs.

4.   **Instructional Methods:**

Since the goal is for each child is to excel academically, as well as socially and emotionally, Daniel Wright teachers use an array of instructional strategies. This is especially critical because students at the middle school level are transitioning through one of the greatest physical and social emotional growth periods in their lives. As each student travels his or her unique path, we employ multiple models of instruction.

Instructional goals are based upon learning standards and current best practices in the field. Content area specialists develop their instruction based upon the needs of students. Our staff develops differentiated lessons that engage all students. Teachers use a number of approaches including small and large group, lecture, hands-on kinesthetic activities, visual presentations, projects, problem-based learning, critical thinking exercises, discovery learning, literature circles, interactive study guides, the use of multiple formats in note taking, and experiential learning. Examples of experiential learning are Colonial Days, Fraction Café, and outdoor education. Examples of discovery learning are calculator robots and accident investigation.

Social studies education and other content areas at Daniel Wright focus on strengthening student knowledge by encouraging active learning. Activities and projects are differentiated to meet the learning styles and needs of our students. Differentiation occurs in the form of activities, process, and products. In creating these activities and projects, teachers strive to promote critical thinking while reinforcing reading and writing skills. Ultimately, the goal is for students to understand themselves, our society, and the world around them.

Use of technology in the classroom is opening up many new modalities of instruction. Use of Smart Board Technology for student interaction and data collection, teacher-developed web quests, and thematic units of study allow students to use their knowledge and technology skills to develop a variety of products that demonstrate their learning.

Ongoing formative assessment is key to differentiation and instructional success. Teachers begin by assessing the prior knowledge and needs of their students, and use assessment frequently during the lesson to determine if the students are making progress. Teachers then adapt their lessons to the needs of individuals and groups in their classroom. Support staff such as: learning behavior specialists, interventionists, enrichment learning model teachers, and teacher assistants are key players in making sure the individual needs of each student are appropriately addressed at each grade level.

5.   **Professional Development:**

Professional development at Daniel Wright is undertaken through a multi-pronged approach. The district hosts a number of workshops throughout the summer and school year with a particular focus being on curriculum development. Over the last few years, Daniel Wright has focused a great deal of time on developing Power Standards for most subject areas. The English department developed Power Standards for both language arts and for literacy. Mathematics teachers carried out this process while conducting a full curriculum review. Time was spent articulating both horizontally, (within grade levels) and vertically, (across grade levels) to ensure that all of the Power Standards are met at an appropriate level of understanding for each level.

Three to four early dismissals for staff development occur each school year. In addition to the curricular development listed above, staff is working on developing Professional Learning Communities to address areas of need. These areas include common formative assessments, character education, and differentiation for students at all ability levels. A great deal of time has been spent on the understanding and implementation of Response to Intervention. Creating an understanding of the program's objectives and the best method in

which to deliver services is an ongoing learning process. The extra skill help provided to identified students is of great help to allow them to keep pace with Daniel Wright's vigorous curriculum.

As a district, we have made a commitment to technology in the learning environment. Use of an online student data system, Skyward, has allowed streamlining of data transfer among staff. We will be opening the parent portal in the fall of 2010 in order to allow greater and more information rich communications among students, teachers, and parents. The staff and students have been very excited about the introduction of Interactive SmartBoards into the classrooms. Teachers have been attending formal training sessions on the uses of this technology and have been working together, as PLC groups, to design more interactive lessons that engage the students in their own learning.

6. **School Leadership:**

While Daniel Wright does have a principal and an assistant principal, leadership is a collaborative effort between administration, staff, parents, students, and community. The principal's role as an educational leader is to assist the staff in maintaining a vision that bears in mind the Daniel Wright mission statement: to *create a developmentally responsive community which will foster confident, enthusiastic, responsible, life-long learners prepared to make a positive impact on their world.* The principal and assistant principal are charged with collaborating with the staff, students, and parents on all aspects of the educational process, safety, and well-being within the learning community.

The true leadership within the building is a shared process. Certified and non-certified staff members work as a professional learning community to develop clear educational goals and objectives in all subject areas. Department chairpersons work with the members of their committees to ensure that all are current on best practices within their fields and that the curriculum reflects those practices.

Members of the building leadership team (BLT) work collaboratively on logistical issues that occur within the school environment. These BLT team members voice ideas, concerns, and questions on behalf of their teams and then work to formulate plans for addressing such issues.

Every staff member serves on at least one district level curriculum committee. Most are also members of an additional committee, such as staff development, Response to Intervention, Teacher Administrator Board (TAB), and the continuous improvement teams, which make decisions that impact the quality of education of students every day.

Parents and community members are very active in our schools through PTO, Volunteer Council, Links to Learning grants, and the Learning Fund Foundation. Each of these groups provide leadership and support in both day-to-day and long-term decision making concerning projects and activities which academically, socially, and/or financially impact student learning.

Student leadership groups such as our Pay It Forward Club, National Junior Honor Society, and Student Council help to organize fund-raisers, presentations, assemblies, recycling efforts, and community service projects that reflect the sense of community that makes Daniel Wright special.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: Mathematics

Edition/Publication Year: 2005 - 2009   Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds	99	98	96	97	96
Exceeds	58	50	53	51	51
Number of students tested	194	193	178	193	205
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	4	0	0
Percent of students alternatively assessed	0	1	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested	0	2	2	1	1
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	97	88	84	88	81
Exceeds	36	27	19	25	32
Number of students tested	33	23	31	32	41
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	98	100	100	100	96
Exceeds	80	76	83	74	80
Number of students tested	40	35	30	27	25

Notes:

6 - Asian/Pacific Islander

Alternate test is the Illinois Alternate Assessment.

Subject: Reading   Grade: 5   Test: ISAT
Edition/Publication Year: 2005 - 2009   Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds	97	95	92	91	93
Exceeds	60	67	56	51	54
Number of students tested	191	194	178	193	205
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	4	0	0
Percent of students alternatively assessed	0	1	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested	0	2	2	1	1
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	88	81	71	66	73
Exceeds	27	37	23	22	29
Number of students tested	33	24	31	32	41
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	95	90	97	93	96
Exceeds	76	82	83	67	72
Number of students tested	40	35	30	27	25

Notes:
#6 - Asian/Pacific Islander

Alternate test is the Illinois Alternate Assessment.

Subject: Mathematics Grade: 6 Test: ISAT
Edition/Publication Year: 2005 - 2009 Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets or Exceeds	98	97	97	98	
Exceeds	65	58	56	54	
Number of students tested	200	173	198	208	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	2	0	1	
Percent of students alternatively assessed	2	1	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	91	82	87	89	
Exceeds	27	15	17	17	
Number of students tested	23	31	30	35	
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	95	100	100	100	
Exceeds	88	82	79	87	
Number of students tested	41	34	28	31	

Notes:
6 - Asian Pacific Islander

Subject: Reading   Grade: 6   Test: ISAT
Edition/Publication Year: 2005 - 2009   Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets or Exceeds	96	97	95	96	
Exceeds	63	53	44	45	
Number of students tested	201	173	198	208	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	2	0	1	
Percent of students alternatively assessed	2	1	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	87	85	77	74	
Exceeds	30	24	23	17	
Number of students tested	23	31	30	35	
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	93	97	96	97	
Exceeds	76	74	61	61	
Number of students tested	41	34	28	31	

Notes:
6 - Asian Pacific Islander

6th grade ISAT did not test reading during the 2004 - 2005 school year.

Alternate test is the Illinois Alternate Assessment.

Subject: Mathematics   Grade: 7   Test: ISAT
Edition/Publication Year: 2005 - 2009   Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets or Exceeds	99	97	99	96	
Exceeds	78	69	71	60	
Number of students tested	187	206	213	214	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	1	1	
Percent of students alternatively assessed	2	0	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	97	81	91	80	
Exceeds	31	26	34	21	
Number of students tested	29	31	34	44	
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	100	100	100	96	
Exceeds	93	91	92	75	
Number of students tested	40	34	36	28	

Notes:
6 - Asian Pacific Islander

Subject: Reading Grade: 7 Test: ISAT

Edition/Publication Year: 2005 - 2009 Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets or Exceeds	97	97	97	93	
Exceeds	66	61	53	44	
Number of students tested	186	206	213	214	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	1	1	
Percent of students alternatively assessed	2	0	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	86	84	83	68	
Exceeds	24	23	23	14	
Number of students tested	29	31	34	44	
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	98	97	97	93	
Exceeds	70	79	69	39	
Number of students tested	40	34	36	28	

Notes:

6 - Asian Pacific Islander

Subject: Mathematics Grade: 8 Test: ISAT
Edition/Publication Year: 2005 - 2009 Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds	97	97	96	99	91
Exceeds	72	68	71	66	51
Number of students tested	220	214	214	201	210
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	1	1	1	2
Percent of students alternatively assessed	0	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	86	83	81	94	62
Exceeds	27	27	26	20	13
Number of students tested	23	30	48	35	45
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	100	100	97	100	100
Exceeds	86	89	84	85	85
Number of students tested	44	43	32	26	27

Notes:
6 - Asian Pacific Islander

Alternate test is the Illinois Alternate Assessment.

Subject: Reading   Grade: 8   Test: ISAT
Edition/Publication Year: 2005 - 2009   Publisher: NCS Pearson, INC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds	97	96	97	99	94
Exceeds	29	36	34	28	31
Number of students tested	220	214	214	201	210
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	1	1	1	2
Percent of students alternatively assessed	0	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds	87	87	87	92	76
Exceeds	9	10	21	9	4
Number of students tested	23	30	48	35	45
5. Limited English Proficient Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets or Exceeds	98	91	97	100	100
Exceeds	47	50	28	31	52
Number of students tested	44	43	32	26	27

Notes:
6 - Asian Pacific Islander

Alternate test is the Illinois Alternate Assessment.