

PART I - ELIGIBILITY CERTIFICATION

12IL3

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
 (per district designation): 3 Middle/Junior high schools
1 High schools
0 K-12 schools
12 Total schools in district
2. District per-pupil expenditure: 12525

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	103	118	221
K	0	0	0		7	114	114	228
1	0	0	0		8	121	90	211
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								660

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
3 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2010	623
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 89

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

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>29</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>0</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>0</u>
Total number	<u>81</u>	<u>1</u>

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 22:1

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

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

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." Clay P. Bedford

The Bryan Middle School culture incorporates regular opportunities to come together as a community. At a recent assembly, students were asked to stand to represent their active participation in Athletics, followed by participation in our Fine Arts programs, and next our various clubs and service organizations. That virtually the entire student body was now on their feet was a memorable and accurate representation of the comprehensive experience that Bryan Middle School represents and provides for our community. Bryan is not only a community in which high academic standards are reinforced; it is a community in which students are encouraged to reach their full potential in a variety of domains.

Bryan combines a commitment to academic excellence with the recognition that learning flourishes when the whole student is served. As such, we provide students with a myriad of opportunities in which to pique their interests and facilitate a lifelong love of learning. From our commitment to the Common Core Standards and the development of Power Standards in all disciplines, to the continued support of our interscholastic sports program and music programs, in addition to fostering the social/emotional well-being of our students, Bryan School continuously evolves to meet their needs. It is indicative of the commitment evident from students, parents, and staff in order to achieve our district's mission "to meet the educational needs of all students, challenging each to his or her full potential and ensuring a foundation for future success in life."

The focus upon developing a well-rounded student stands out in contrast to the norms in many other communities. Within the assessment-driven culture emphasized so often in education today, an emphasis upon the core classes of English, math, science, and social studies is natural. In an age of economic strife, it is hardly uncommon for schools to pull away from what are considered to be the "extras" in education: music, world languages, the arts, etc.

At Bryan, while the focus upon assessment, college readiness, and core academic development thrives, the augmentation of opportunities for students to grow in other disciplines is treated with an equal level of respect. Each student rotates through a Unified Arts program in which they experience Music, Art, Computer Literacy, Guidance, Industrial Technology, and Family and Consumer Sciences. In addition, most study either French or Spanish. Daily physical education classes promote the health and well-being of our students. Bryan adheres to a philosophy in which the development of interests outside of the core curriculum needs to be nurtured if we are to develop a curiosity within students that will stimulate learning throughout their lives while strengthening the core.

Located in Elmhurst, Illinois, Bryan Middle School serves a close-knit community. The commitment of parents, teachers, and students evident within the walls of Bryan reflects the level of multigenerational support and participation felt and seen within this town of approximately 44,000. It is not unusual for our students' parents and/or teachers to have been products of the Bryan or greater Elmhurst community who returned to raise their own children here. This dedication to community is demonstrated by our PTA, whose efforts, including fundraising, provide an indescribable level of support both in and out of the classroom. Community volunteers serve as mentors for our students. The student leadership group, KIDS, further cultivates the school community through the planning and implementation of various activities and service projects. Students also volunteer as peer tutors and work as peer mediators.

The Bryan staff reinforces this level of involvement centered on the question, "What is best for our students?" Whether through sponsorship of extracurricular activities, sports, or clubs, volunteering to serve on school and district-wide committees, or working to develop opportunities for students to

discover new interests, teachers work diligently to promote high standards and pass those expectations on to students. Teachers have led and facilitated in the development of Power Standards, along with proficiency scales, to highlight and reinforce those standards. Professional Learning Communities (PLCs) use assessment data to target areas of student need and growth. Furthermore, school-wide behavior systems have been adopted.

As such, the level of partnership and understanding existing amongst students, parents and staff has been a key to unlocking students' potential. Students thrive in an atmosphere where high standards and opportunities to explore galvanize their thirst for knowledge, inspiring lifelong learning.

1. Assessment Results:

Bryan Middle School students have consistently performed at a high level in reading and math, as assessed on the Illinois Standards Achievement Test (ISAT). The ISAT is the instrument used by the Illinois State Board of Education to measure Annual Yearly Progress (AYP) of public elementary and middle schools. An annual assessment in grades 3-8, the ISAT measures individual student achievement in relationship to the Illinois Learning Standards. Test items use elements of the Stanford Achievement Test (norm referenced questions), multiple choice questions and extended response questions based upon the Illinois Learning Standards. Results from the assessment are placed in one of four categories: “Exceeds State Standards”, “Meets State Standards”, “Below State Standards”, and “Academic Warning”. With consistent measurements and data results provided by the state since 2006, schools and districts have been able to develop accurate longitudinal cohort data while monitoring individual student growth and progress.

In 2010-11, the most current year for ISAT results, 96% of Bryan Middle School students met or exceeded state standards in reading and math. This result placed Bryan Middle School as one of the highest achieving schools in the state, earning state Honor Roll recognition as an “Illinois Spotlight School” for having at least 90% of the students meeting or exceeding state standards for a minimum of three years in a row. Bryan Middle School has achieved this honor for the past four years. In comparison to the state average of students meeting or exceeding standards for this year, the average score of 96% by Bryan Middle School students surpassed the state score of 84% by 12%. This result has been universal across the grade levels and demographic groups of our students at Bryan Middle school.

Over the past five years, student performance has seen an upward trend at Bryan Middle School. In 2006-07, 91% of our students met or exceeded state standards, as measured by the ISAT. In the results from the most current year (2010-11), this number rose to 96% of our students meeting or exceeding the state standards. While this in itself is notable, there has been an equally significant rise in the number of Bryan students increasing their performance in the ISAT assessment from “meets” to “exceeds”.

The increase in the percentage of students in the “exceeds” category over the past five years is illustrated below:

Grade/Subject	% Exceeds 06-07	% Exceeds 10-11	Change
6th grade Math	27%	49%	+ 22%
6th grade Reading	37%	50%	+13%
7th grade Math	42%	57%	+15%
7th grade Reading	28%	37%	+9%
8th grade Math	53%	62%	+9%
8th grade Reading	23%	23%	0

This growth reflects well the school and district goal to establish a model of continuous growth and self improvement for the school, staff, and students alike. This growth also supports the multiple school and district initiatives implemented over this period of time to support student learning.

Over the past five years, staff at Bryan Middle School have provided leadership to the district development of Power Standards, curricular alignment to the Common Core Standards, and the development of common assessments to both assess student learning and guide instruction. Through Response to Intervention (RTI) initiatives, targeted research-based interventions have been employed to support those students challenged to meet the standards. Differentiated instructional methods have been utilized at all levels of the curriculum to both reach all learners at their level and to challenge them to grow and develop further.

The Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) examination has been used the past three years to additionally assess student growth and achievement, providing multiple data points for focus and discussion. Utilizing a Professional Learning Communities (PLC) model, staff members at Bryan Middle School review the data to assess student learning, using individual strand data to target areas within the curriculum requiring greater emphasis and support in reading and math. Initial results from our MAP data led to a school-wide focus on reading, with the formation of periods of focused sustained reading, tiered interventions, and long- and short-term supports for our students. Trends in student performance as measured by the MAP similarly reflect the growth observed in the ISAT assessment.

Additionally, all students within the school district participate in the ACT examination series that assesses the student's readiness for college and careers. The series of assessments include: EXPLORE, tested both in 8th grade and Freshman year; the PLAN test sophomore year; and the ACT test junior year. Results from the 8th grade EXPLORE test are used both to assist with high school course selection and by the district and staff to evaluate the current educational program. The multiple data points are collectively evaluated as we strive to best meet the needs of our students.

2. Using Assessment Results:

The amount of data available on students performance has grown exponentially over the past decade. As a result, educators must become increasingly skilled at effectively analyzing and synthesizing data to promote student growth. At Bryan Middle School, we understand that the effective use of assessment results leads to improved student learning, and we are committed to seeking out the information, trainings, tools, and time needed to meet this growing challenge.

In line with current educational research on best practice, Elmhurst District 205 has embraced the principles of Professional Learning Communities (PLC). The District has provided on-going training to our School Leadership Team (SLT) to help us transition from grade/subject-aligned teams into Professional Learning Communities. These trainings provide SLT members with hands-on experiences in using real-time data to guide instruction. The SLT team then brings the information back to the building and continues the dialogue with the rest of the staff during common planning time. Consequently, Bryan staff is growing increasingly adept at using Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), AIMSweb, and other common assessment data to guide curricular planning and instruction.

The evolution to Professional Learning Communities has greatly influenced the work of our staff, at the building and district level. Teachers worked throughout the 2010-2011 school year to develop Power Standards, aligned to the Common Core. The process not only helped set clear learning targets in all curricular areas, but also resulted in improved vertical and horizontal curricular alignment. Using Power Standards, teachers created common formative and summative assessments. These assessments serve as the basis for PLC discussions, and are evaluated on an on-going basis to ensure fidelity and validity.

Assessment results are shared with all educational partners, including instructional staff, related service staff, district personnel, and parents. This ensures that all parties involved are continuously informed on about student progress. Since Bryan has embraced the philosophy of mastery learning, students are provided multiple opportunities, before and after summative assessments to demonstrate proficiency. Our instructional staff utilize the data to support students needing additional help through re-teaching and individualized Response to Intervention (RtI) interventions.

Formal, structured discussions are held quarterly to monitor student learning. The team uses MAP and AIMSweb data to identify "at-risk" students. Students needing additional supports are recommended for individualized interventions within the tiered RtI structure. Bryan is excited to offer a growing number of interventions in the areas of reading, writing, and math. Frequent data reviews allow students to flow in

and out of interventions based on need. Additionally, the discussions have led Bryan staff to examine and strengthen the core curriculum and embark on a school-wide reading initiative.

Bryan recognizes that our parents/guardians are important partners in this process. Bryan has worked hard to develop online extensions that parents can access at their convenience. Individual teacher websites keep parents up-to-date on upcoming assessments. District and state assessment information is provided via the Bryan website, as well as through a weekly Principal's newsletter. Parents are apprised on what each assessment measures and how results will be communicated home. Additionally, parents have access to helpful resources, such as test-preparation guides. When possible, staff make a concerted effort to follow-up with families to explain assessment results, and when appropriate, collaborate on interventions for additional support.

At district-level leadership meetings, schools come together to openly discuss assessment results. Building leaders collaborate to analyze the data and examine growth trends. This data is, in turn, used to develop district- and building-level improvement plans. To keep the Elmhurst community apprised, assessment results are presented at monthly School Board of Education Meetings.

Results from the state Illinois Standards Achievement Test assessment are published annually. They are an element of the school and district Report Cards, which are posted on district websites, and are available via the Illinois Interactive Report Card. Bryan uses the available reports, including overall and disaggregated performance, to guide curricular improvement. These published reports are readily accessible to the Elmhurst community and provide another avenue for interested community members to obtain information about our school.

As indicated, Bryan embraces and understands the importance of assessment. It is a critical tool in monitoring student performance and guiding school improvement. In essence, using data to guide instruction has become the way we do business here at Bryan Middle School.

3. Sharing Lessons Learned:

The staff at Bryan Middle School has been at the forefront of the educational initiatives undertaken by Elmhurst Community School District 205. Our staff members serve as district-level leaders for the majority of the Middle School Unified Arts programs and as level leaders for core curricular subjects. They have been charged with development of Power Standards, common assessments, and curricular alignment focusing toward Common Core Standards. The work over the past several years has been intense, focused, and significant as we strive to continue to best prepare our students to be college ready, career ready and life ready.

Our focus has been curricular alignment horizontally across our three district middle schools, as well as vertically with our elementary schools and high school. Recent work has focused closely on the transitions between the schools and grade levels, seeking those strategies and tools to best help our learners as they move through the educational system within our district.

In order to meet these challenges, our staff has actively participated in significant professional development and training. These programs have allowed us the opportunity to both share with and learn from our other schools in District 205, to collaborate to best meet the needs of each of our students.

A strong example of such an initiative is the District 205 Response to Intervention (RTI) program. In order to best meet the needs of all learners in language arts, the staff at Bryan has developed a strong, tiered intervention program targeting reading. Through research-based programs used both in core and targeted classes, significant improvements have been realized in reading comprehension at Bryan, serving as a model for the other middle schools in the district.

Staff members at Bryan are active outside of our school district as well, with representation on regional, state and national committees. Bryan and District 205 are actively represented on the regional STEM

committee, regional math committee, state PBIS (Positive Behavior Interventions Systems) committee, National Alliance for Student Activities, and state principals committee. Most staff members maintain active membership in their curricular professional organizations in addition to national educational associations.

4. Engaging Families and Communities:

Our families and community are essential partners comprising the educational community of Bryan Middle School. Working together, we can best provide the educational needs and supports for all of our student learners. Through both formal and informal structures, opportunities for engagement and involvement are actively sought and encouraged by our partners for the benefit of our students.

Bryan Middle School has an active Parent-Teacher Association, with a membership representing over 70 percent of our students. Monthly meetings provide opportunities for open dialogue regarding programs and events at Bryan. Additionally, quarterly “Principal Teas” are offered, allowing for smaller conversations on current events at the school.

The Elmhurst District 205 Educational Foundation provides support for curricular enrichment, field trips, technology and resources to support curricular programs and co-curricular clubs and activities. The Educational Foundation has been instrumental in purchasing new technologies, such as Smart Boards, to increase student engagement in the classroom. It additionally provides ongoing support for after-school programs providing targeted interventions for challenged learners.

Families receive weekly electronic communications from the school that highlight upcoming events and include a targeted message from the principal which focuses on upcoming programs, assessments, and current educational issues. Our school and departmental web pages offer a wealth of resources for Bryan families, including testing strategies and practice exams, access to web-based textbooks, study guides, and other links to support the subject curriculum. Each certified staff member maintains a personal web page within the school site that may include weekly/monthly calendars, homework links, and other resources specific to their instructional areas.

Through formal events, such as regularly scheduled Open House and Parent Teacher Conferences, our staff encourages and invites frequent contact with families to best address the needs of our students. It is this ongoing relationship and partnership that truly makes Bryan stand apart and is the foundation of our community of learners.

1. Curriculum:

The curriculum at Bryan Middle School goes well beyond the traditional “core curriculum” to provide our students with a diverse and rich academic experience. All students participate in the core subjects of English/Language Arts (double block period), Math, Physical Education/Health, Science, Social Studies, Unified Arts (a rotation of Art, Computer Literacy, Family and Consumer Science, General Music, Guidance, Industrial Technology), and World Language (French or Spanish). In addition, students may elect to further their study in music education through courses in Band, Orchestra, and/or Choir.

An ongoing cycle of curricular review and enhancement has allowed our staff to focus on alignment to the Common Core and college- and career-readiness standards. Common assessments within departments are aligned to these standards and to district-developed Power Standards. With the emphasis on the whole student, we are best able to prepare our learners for the future world of high school and post-secondary opportunities through the learning opportunities provided at Bryan Middle School.

In upcoming sections of this report, our English/Language Arts, Math, and Unified Arts programs will be featured. The following is a quick summary of our other instructional areas:

Music Education: Band, Choir, and Orchestra

This is the one true elective area of the Bryan Middle School curriculum. Students may choose to participate in one or two of these curricular performing groups. Over one third of our students participate in these early-hour music programs, focusing on fundamentals, technique, and performance.

Physical Education/Health

The heart of our Physical Education and Health program is a comprehensive fitness and wellness program that seeks to foster life-long health and fitness in all of our students. Daily activities always include elements of fitness and body core strength development. Students are assessed quarterly on their individual fitness levels and provided strategies and supports to help foster a healthy lifestyle. While other states have sacrificed physical education for core curriculum, Illinois and District 205 understand that physical activity is directly linked to mental acuity.

Science

Over the course of three years, our students are provided with a comprehensive program of study in science. Sixth grade students have hands-on experiences in astronomy, earth’s structure, and ecology. In seventh grade, areas of study include an introduction to chemistry, forces and energy, and the diversity of life. The eighth grade curriculum includes cells and heredity, earth’s surface, and weather and atmosphere. STEM initiatives have recently been infused within the curricular areas at all grade levels.

Social Studies

The goal of social studies at Bryan Middle School is to help students become informed, responsible, and contributing citizens in a diverse, global society, while becoming contributing members of a democratic society through citizen participation. In the social studies curriculum, this is achieved through not only teaching students the larger picture of historical content, but to think critically and utilize research skills to make connections, draw inferences, and truly understand periods of history. Additionally, students are taught geographic skills, interpreting graphs and charts, analyzing primary and secondary historical sources, understanding cause-and-effect relationships, differentiating fact from opinion, and constructing

arguments using historical evidence. In social studies classes, writing across the curriculum is supported by having students use historical evidence and data to support an argument or point-of-view.

World Languages

Students are able to select either French or Spanish as their language of study during their three years (6-8) at Bryan Middle School. Over the course of these three years, students will learn grammar and vocabulary equivalent to a first-year language class at high school. A strong emphasis is placed on strengthening speaking skills in the target language, utilizing engaging and researched-based instructional methods that emphasize actual conversational and dialogue experiences.

2. Reading/English:

At Bryan Middle School, the English curriculum incorporates a comprehensive approach encompassing the domains of reading, writing, language development (vocabulary, morphemic awareness, and grammar), as well as speaking and listening skills. A daily, double-period block of time is allocated to strengthening literacy aptitude. Students are assisted in reaching their fullest potential by empowering them with the proficiency needed to become successful lifelong learners.

This Language Arts program centers upon the Common Core State Standards. Teachers from Bryan played an integral role in the aligning of curriculum to the standards for the state of Illinois. An important tool in the facilitation of these standards is the use of *Springboard*, the College Board's pre-AP college readiness program. This research-based program incorporates higher-level thinking strategies through an array of targeted activities. Students can express their creativity while strengthening literacy skills through activities ranging from developing original monologues to creating a newscast. Teachers further weave word cells, novel studies, vocabulary strategies, and the strengthening of narrative, persuasive, and expository writing skills as students implement what they learn in units with real-life applications such as advertising.

Perhaps, though, the greatest strength of Bryan's Language Arts program lies in its inherent ability to provide differentiated levels of instruction. REACH English classes at each grade level build upon the Common Core State Standards to help gifted students grow as thinkers, readers, and writers. English teachers further work in conjunction with special education teachers, the Reading Specialist, and Reading Strategies teachers to meet students' needs. Reading Strategies classes are available to provide data-driven, research-based instruction for struggling readers. Interventions in fluency, provided by English teachers and the building's Reading Specialist, assist students in developing greater levels of fluency. In addition, Instructional English teachers work even more closely to provide intensive, data-based instruction in reading and writing as needed.

The entire Bryan staff, in fact, works together to promote literacy throughout the curriculum. A school-wide reading initiative was adopted in which students and staff come together to read for 22 minutes twice weekly. Teachers in all subject areas further reinforce the use of ACES for extended response writing, as well as the reading strategies of connect, predict, question, visualize, clarify, and evaluate. As such, Bryan Middle School is committed to assisting our students in becoming true 21st century learners whose literacy skills transcend the Language Arts classroom.

3. Mathematics:

The program at Bryan Middle School is designed to challenge and help all students progress in mathematics through an integrated approach of concept building and problem solving. Three levels of courses are offered at each grade level and a variety of supports are provided for all students to be successful. Courses are aligned with Common Core Standards, supported by the Glencoe McGraw-Hill series in most courses.

Multiple measures are used to identify the appropriate math level to balance challenge and ability level. The regular level of mathematics uses *Math Connects* and incorporates *MathScape* for additional investigative activities. The course has high expectations for all students, with additional basic skills practice to insure students are ready for Algebra as their next step. The accelerated level includes pre-algebra in seventh grade and algebra in eighth grade. A majority of the students progress directly to Geometry in high school. For gifted and talented level students, the accelerated curriculum is shifted one year earlier, with algebra in seventh grade. In eighth grade, students study intermediate algebra and statistics, building a strong foundation for high level math courses. The text, *Applying Algebraic Thinking to Data*, uses investigations and discussions to discover new concepts and incorporates extensive graphing calculator usage. At all levels students learn to communicate math and link math to the real world.

In and outside the classroom teachers bring together their passion for math and love for teaching middle school students. A variety of instructional methods are used in the classroom including whole group instruction, guided practice, collaboration, flexible learning groups, and the use of technology. Teachers use their web sites to link online books and other resources to extend learning outside the classroom. They offer support including lunch help sessions, after school reviews, and peer tutoring. Students performing below grade level are identified through a variety of measures, including review of state testing and MAPS results. At interdisciplinary team meetings plans are developed for these students and subsequently monitored throughout the year. Programs to support the students include in class interventions, computer support and a foundation funded after school Math Academy. Articulation between math teachers at the elementary, high school, and other middle schools has yielded creative and effective solutions to improving specific areas of opportunities. Building math teachers meet frequently to share ideas and brainstorm how to incorporate math into other disciplines in the school so students see math is everywhere.

4. Additional Curriculum Area:

Bryan Middle School sets itself apart from other schools with its strong commitment to Unified Arts. Bryan staff understand that in order to develop well-rounded students, equal emphasis must be placed on supplemental curricular areas AND the core curricular areas. The Unified Arts curriculum puts to rest the timeless question: “*Why do I need to know this?*” Each unified arts strand is designed to provide our students with career and life skills. These skills include computer literacy, hands-on problem solving, social/emotional competence, and an understanding and appreciation of various forms of art. Additionally, each course integrates basic reading strategies to help support the school-wide goal of improved reading comprehension. A curricular rotation allows students to access each Unified Arts strand. At the 6th and 7th grade levels, students rotate through all six Unified Arts offerings. At the 8th grade level, students take four self-selected courses for in-depth experience in their areas of interest.

Guided by the principles of STEAM (Science, Technology, Engineering, Art, and Math), Bryan offers students the opportunity to experience each of these fields:

Art - Students learn a variety of media, including acrylic painting, 3-D sculpture, 2-D art, Adobe Photo Shop, and clay medium. Students have the opportunity to participate in numerous art contests and shows within the Elmhurst community.

Computer Literacy - Students gain proficiency in the following programs: Microsoft Word, Excel, PowerPoint, Window’s Moviemaker, and Adobe Photoshop. Students also receive extensive internet safety training to prepare them to navigate the online world.

Family and Consumer Sciences - Students are engaged in hands-on learning in the areas of: nutrition, machine and hand sewing, food preparation using culinary techniques, and consumer education.

Guidance - Guided by the state social/emotional learning standards, the guidance curriculum focuses on developing emotionally healthy students. Through a discussion-based approach, students learn to handle emotional and social difficulties, peer pressure, and school stresses in a productive manner.

Industrial Technology - In line with the STEAM principles, students are engaged in hands-on learning using current technology such as AutoCAD, Corel Draw, and Microsoft Excel. Additionally, students explore aspects of wood working, metal working, architecture, and engineering through real-life, problem-solving projects.

Music - Students expand the understanding and appreciation of music by studying the history of music, music theory, instrument instruction, and music composition. Students expand their musical skill sets by learning to play the keyboard and guitar. This curriculum is supplemental to our instrumental and vocal music programs.

5. Instructional Methods:

Just as doctors use immediate data to accurately diagnose and treat patients, Bryan teachers use a prescriptive approach to instruction. Teachers assess and diagnose student needs and remedy them through differentiated instruction and interventions. The result is a high level of student learning and performance.

Since the 2010-2011 school year, Bryan teachers have been diligently working in Professional Learning Communities to create Power Standards, proficiency scales, and common assessments across all curricular areas. Teachers communicate these learning targets to students in creative and engaging ways. For example, science teachers create unit “roadmaps” for students to self-monitor their mastery. Additionally, our teachers use frequent formative assessments to monitor student learning. The results allow them to create re-teaching activities for students who need continued practice, and plan enrichment activities for those who grasped the skill. Teachers use technology to assist them with planning differentiated instruction. IXL is an online database of math skills; teachers assign targeted skills for enrichment and re-teaching purposes. Students experience confidence on summative assessments because they have practiced the learning targets throughout the unit.

While differentiated instruction reaches most students, some require more intensive supports to achieve mastery. For these students, Bryan is excited to offer a growing, tiered system of RtI interventions. Tier I interventions are integrated into the classroom setting. For example, the reading specialist partners with English teachers to provide direct instruction on core reading strategies during literature circles. Tier II and III interventions provide more intensive supports to students. Teachers work with small groups of students using research-based interventions. Bryan has invested in a variety of software-based interventions to allow students to access interventions both at school and at home. These interventions include: Reading Plus (comprehension, silent fluency), Read Naturally (fluency), Lexia (decoding), IXL (math concepts), and Symphony Math (number sense). They closely monitor student progress using measures such as AIMsweb and intervention data. Bryan is proud to offer twelve reading strategy classes for students who scored below the 62nd percentile locally on the district Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment. Periodic data reviews allow students to seamlessly flow in and out of interventions based on need.

Bryan teachers understand that students enter the classroom with a variance of learning styles, background knowledge, and interests. Through skillfully planned, differentiated instruction, along with a fluid system of interventions, they ensure that all students achieve proficiency.

6. Professional Development:

Bryan Middle School staff participate in a wide array of professional development that aligns to our school mission of educating the whole-child to achieve his/her highest potential. In this pursuit, Bryan staff engages in the following opportunities:

- Training Math, Science and Unified Arts teachers to connect their common core standards with the STEM literacies and design processes in order to promote college and career-ready students.
- Vertical articulation among departments and grade levels to align meaningful power standards and a cohesive curricular sequence.
- The creation of common assessments that provide authentic feedback for student learning.

In our pursuit of lifelong learning - for not only our students, but our staff as well- we encourage and empower teachers to share their own expertise with their colleagues. This is evident during morning professional development time when staff members confidently share techniques or trainings related to our building initiatives. For example, the school CHAMP team has attended outside training on implementing a school-wide behavioral curriculum. This team leads morning meetings to help the staff implement these strategies within their own classrooms. Bryan also utilizes this method of in-house professional development when educating staff on ways to increase student achievement in reading. Our reading specialist meets with individual teams to present research-based strategies that help students retain new vocabulary, increase fluency, and further comprehension. Teachers are then encouraged to share successful reading strategies with their departments and colleagues. Bryan teachers constantly serve as references in their own field of expertise to support consistent expectations and strategies for our students.

Bryan continues to increase student achievement by operating as a Professional Learning Community. The School Leadership Team meets with an outside consultant from the Regional Office of Education on a regular basis. This training enables staff to be effective teacher-leaders among their colleagues, as well as act as a catalyst for the implementation of PLC concepts and philosophies. The shared training also allows for common dialogue among other buildings within District 205 and to insure we are efficiently using data as a tool for guiding student learning and growth.

7. School Leadership:

An exemplary educational institution operates on the premise that a school can only be as good as its leadership. Bryan Middle School's leadership fosters a culture of shared responsibilities and accountability for student learning. Our leadership includes the Principal, Assistant Principal, and School Leadership Team, consisting of Department Chairs and Grade Level Team Coordinators, CHAMPS/PBIS Team, RtI Team, Crisis Team, all operating within the framework of a Professional Learning Community culture. This represents a cross section of teachers who are experts in their field and utilize collaborative decision-making on behalf of students to ensure success through positive change.

The rigor of our instructional program – which has as its goal the promotion of high academic standards and expectations – is guided by our collegial leadership teams' shared goals and sense of common purpose, which reflects the commitment to our district's and school's vision and mission. Our administration is proactive in promoting and protecting that vision and mission to ensure our goals are achieved through monitoring daily operations while cultivating a high-performing professional culture.

To support new staff members, Bryan provides Mentors for facilitating professional dialogue necessary for growth as a professional, as well as acclimation to our learning community. At Bryan, every staff member is offered a chance to fill a leadership role, including new teachers and support staff, whose

insight and practical experience is second to none. Even our students hold leadership roles, as evidenced by our Peer Mediators, Peer Buddies, Principal Advisory Group, and KIDS Leadership Team.

Along this journey to educational excellence, we are continuously supported by our district administration and parents. An old African proverb states that, “It takes a community to raise a child.” Nowhere is that quote so highly regarded and put into action than in the Bryan learning community. Our leadership, along with the whole Bryan staff, work in unison to make student-centered decisions focused on the whole student. We recognize the potential of all students, and strive to facilitate a lifelong love of learning. Leadership at Bryan is not simply in the hands of a few, but rather found in the dedication of many.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	97	96	94	92
Exceeds	49	49	47	32	27
Number of students tested	225	196	182	199	167
Percent of total students tested	100	98	98	99	99
Number of students alternatively assessed	0	3	4	3	2
Percent of students alternatively assessed	0	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100			
Exceeds	8	40			
Number of students tested	12	10	5	8	7
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	2	2	4	4
3. Hispanic or Latino Students					
Meets/Exceeds	95	100			
Exceeds	37	9			
Number of students tested	19	11	4	7	5
4. Special Education Students					
Meets/Exceeds	81	84	76	66	70
Exceeds	16	22	4	7	7
Number of students tested	31	32	25	29	27
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	97	95	92	91
Exceeds	51	50	58	46	37
Number of students tested	226	196	183	199	167
Percent of total students tested	100	98	98	99	99
Number of students alternatively assessed	0	3	4	3	2
Percent of students alternatively assessed	0	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	92	90			
Exceeds	17	20			
Number of students tested	12	10	5	8	7
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	2	2	4	4
3. Hispanic or Latino Students					
Meets/Exceeds	95	100			
Exceeds	42	27			
Number of students tested	19	11	4	7	5
4. Special Education Students					
Meets/Exceeds	81	84	80	52	56
Exceeds	19	28	8	14	15
Number of students tested	32	32	25	29	27
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	95	93	93	92
Exceeds	57	53	40	41	42
Number of students tested	202	189	205	174	173
Percent of total students tested	98	98	99	99	98
Number of students alternatively assessed	4	3	3	2	3
Percent of students alternatively assessed	2	2	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	93	92			
Exceeds	27	25			
Number of students tested	15	12	9	7	9
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	3	4	5	4
3. Hispanic or Latino Students					
Meets/Exceeds	95				
Exceeds	30				
Number of students tested	20	5	8	6	5
4. Special Education Students					
Meets/Exceeds	92	68	55	64	69
Exceeds	27	12	10	11	9
Number of students tested	26	25	29	28	32
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested		1			
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	95	88	91	91
Exceeds	37	43	41	36	28
Number of students tested	202	187	205	173	173
Percent of total students tested	98	98	99	99	98
Number of students alternatively assessed	4	3	3	2	3
Percent of students alternatively assessed	2	2	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	92	92			
Exceeds	17	8			
Number of students tested	12	12	9	7	9
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	3	4	5	4
3. Hispanic or Latino Students					
Meets/Exceeds	95				
Exceeds	42				
Number of students tested	19	5	8	6	5
4. Special Education Students					
Meets/Exceeds	81	64	41	70	69
Exceeds	19	4	3	11	3
Number of students tested	32	25	29	27	32
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	93	93	94	91
Exceeds	62	53	46	55	53
Number of students tested	191	206	181	177	185
Percent of total students tested	98	99	98	98	99
Number of students alternatively assessed	3	3	3	3	1
Percent of students alternatively assessed	2	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		75	50		
Exceeds		25	0		
Number of students tested	8	12	14	5	9
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	3	4
3. Hispanic or Latino Students					
Meets/Exceeds	83				
Exceeds	42				
Number of students tested	12	9	8	6	8
4. Special Education Students					
Meets/Exceeds	74	57	70	77	58
Exceeds	13	7	12	13	6
Number of students tested	23	28	33	31	36
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2			2	2
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	91	93	91	89
Exceeds	23	23	15	16	23
Number of students tested	191	206	181	177	185
Percent of total students tested	98	99	98	98	99
Number of students alternatively assessed	3	3	3	3	1
Percent of students alternatively assessed	2	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		67	64		
Exceeds		8	0		
Number of students tested	8	12	14	5	9
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	3	4
3. Hispanic or Latino Students					
Meets/Exceeds	92				
Exceeds	8				
Number of students tested	12	9	8	6	8
4. Special Education Students					
Meets/Exceeds	74	39	73	74	53
Exceeds	0	4	0	0	0
Number of students tested	23	28	33	31	36
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2				2
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	96	94	93	93	91
Exceeds	55	51	44	42	41
Number of students tested	618	591	568	550	525
Percent of total students tested	98	98	98	98	98
Number of students alternatively assessed	7	9	10	8	6
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	74	88	25	0	0
Exceeds	14	29	0	0	0
Number of students tested	35	34	28	20	25
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	9	11	12	12
3. Hispanic or Latino Students					
Meets/Exceeds	92	44	0	0	0
Exceeds	35	3	0	0	0
Number of students tested	51	25	20	19	18
4. Special Education Students					
Meets/Exceeds	82	70	66	69	65
Exceeds	18	14	9	10	7
Number of students tested	80	85	87	88	95
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	2	1	0	2	2
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	95	94	91	91	90
Exceeds	37	38	38	33	29
Number of students tested	619	589	569	549	525
Percent of total students tested	98	98	98	98	98
Number of students alternatively assessed	7	9	10	8	6
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	69	82	32	0	0
Exceeds	12	11	0	0	0
Number of students tested	32	34	28	20	25
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	9	11	12	12
3. Hispanic or Latino Students					
Meets/Exceeds	94	44	0	0	0
Exceeds	33	11	0	0	0
Number of students tested	50	25	20	19	18
4. Special Education Students					
Meets/Exceeds	79	63	64	65	59
Exceeds	13	13	3	8	5
Number of students tested	87	85	87	87	95
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	2	0	0	0	2
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL3