

PART I - ELIGIBILITY CERTIFICATION

12MO3

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 5 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 9117

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: 11
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	264	266	530
3	0	0	0		10	265	238	503
4	0	0	0		11	268	234	502
5	0	0	0		12	232	249	481
Total in Applying School:								2016

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
9 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
2 % 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: 8%

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.	68
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	84
(3)	Total of all transferred students [sum of rows (1) and (2)].	152
(4)	Total number of students in the school as of October 1, 2010	1965
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 18

Number of non-English languages represented: 8

Specify non-English languages:

Arabic, Bosnian, Chinese, Greek, Russian, Ukrainian, Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 273

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: 11%

Total number of students served: 224

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>22</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>46</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>22</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>54</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>5</u>	<u>0</u>
Classroom teachers	<u>96</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>34</u>	<u>4</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>24</u>	<u>15</u>
Total number	<u>166</u>	<u>27</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: 24:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	93%	96%	94%	95%	94%

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:	<u>468</u>
Enrolled in a 4-year college or university	<u>52%</u>
Enrolled in a community college	<u>38%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>4%</u>
Military service	<u>3%</u>
Other	<u>0%</u>
Total	<u>100%</u>

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?

Lindbergh High School (LHS) serves a community of approximately 53,000 residents that encompasses about 28 square miles of incorporated and unincorporated St. Louis County, Missouri, including Crestwood, Sunset Hills, Grantwood Village, Lakeshire, Green Park, Fenton, Kirkwood, Concord Village, and Sappington. Our district has the third lowest tax rate in the county and one of the lowest tax rates in Missouri. However, our community has high expectations and values education as a top priority, supporting numerous bond and tax issues. Of the 2,025 enrolled students, 6.6% come to us from St. Louis City through a volunteer state partnership. 87% of our students are white, 8.1% are African-American, 0.7% Hispanic, and 3.4% are Asian. Free or Reduced Lunches are granted to 13.5% of our students.

Eleven years ago, LHS began making fundamental adjustments that would begin the steady progress toward the creation of a more learning-centered atmosphere through the adoption of learning communities and a character education philosophy. This change was guided by mission, vision, and commitment statements that focused on student engagement in learning activities. Administrators and instructors in every subject area worked together to develop action-oriented strategies concentrated on what students needed to know, understand, and do. Plans were developed to aid in measuring how well students mastered these essential questions. Additionally, Lindbergh adopted six pillars of character education to strengthen the students' commitment to treat others with respect. Academic and character education initiatives asked two fundamental questions: If students were not learning, what were instructors and parents prepared to do to help them learn? Additionally, what were adults prepared to do to enhance learning? These efforts have resulted in policies, programs, and practices that have helped students achieve at high academic levels in a cooperative and supportive environment.

Working together with the faculty and administration, Lindbergh students have achieved both state and national recognition, including becoming a Missouri and National School of Character. Lindbergh has been recognized by Newsweek as one of America's Best High Schools and by U.S. News and World Report as a silver medal school. Along with these recognitions, significant gains on the 2010 and 2011 End of Course (EOC) exams for the Missouri Assessment Program (MAP) have been made in English and mathematics in all accountable subgroups: African- American, free and reduced lunch, white, total, and special education. These accomplishments have helped the district to be named a District of Distinction for 11 years and earn a number one rating in the state, according to SchoolDigger.Com.

Looking at the data further reveals the scope of Lindbergh's accomplishments: attendance rates have been over 95% for seven years and drop-out percentages have declined from 3.8% 11 years ago to 1.2% last school year. Eleven years ago, there were over 10,000 discipline referrals for approximately 1,700 students in the high school. Last school year, Lindbergh High School had a population of 2,000 students with only 1,085 recorded referrals. Along with high graduation rates, approximately 94% of our students attend two- or four-year colleges or universities. We attribute this to an increased average ACT composite score that now stands at 24.2. Each year about 15 students receive National Merit Recognition; in fact, from the class of 2012, nine students have been named National Merit Finalists. Increased scores and an academic focus have resulted in more students receiving scholarships. In the 2010 -2011 school year, Lindbergh students received scholarship offers of approximately 12 million dollars.

Participation in the Advanced Placement (AP) and International Baccalaureate (IB) programs increased from fewer than 50 assessments given in 2000 to 924 in 2011. A wide variety of AP/IB course offerings (currently 23) are available for student enrollment. The percentage of Lindbergh student scores of 3, 4, and 5 on AP exams are 15 points higher than the state average (79% vs. 64%), and 19 points higher than the National average (79% vs. 60%). Lindbergh's completion rate for earning the full IB Diploma is 92.5%. The world's completion rate is 78%.

Athletics programs are another source of excellence at Lindbergh. The Missouri State High School

Athletic Association (MSHSAA) has honored Lindbergh as a Leadership School in Sportsmanship for the last 10 years. Twenty-three of our teams have been recognized with academic achievement awards.

Lindbergh Learning Communities consist of students, community members, teachers, and administrators who review the schools mission and vision statements on a regular basis.

Our Mission:

Lindbergh High School strives to prepare students for college by developing Competent & Caring graduates through Exceptional Programs, Services, and Personnel.

Our Vision:

The Lindbergh Learning Community, an active Partnership of School, Home and Community, will:

- Create a safe, challenging, academic environment
- Implement a rigorous and relevant curriculum
- Deliver appropriate and innovative instruction
- Ensure that students meet or exceed curricular standards

1. Assessment Results:

Part A

The Missouri End of Course exams measure the proficiency of all Algebra 1 and English II students through four achievement levels: Advanced, Proficient, Basic, and Below Basic. The exams are given to students who have completed these courses, and the results are an excellent tool to measure student competency. Along with students' understanding of the exams' importance, the culture of proficiency is celebrated, reinforced, and rewarded. The National Center for Education Statistics conducted a study of state assessments and found that Missouri uses some of the most rigorous standards in the United States.

While 100% of students scoring in the Proficient and Advanced ranges is ideal, the district's goal is to surpass Missouri's established Annual Proficiency Targets. In recent years, these targets have increased approximately 9% per year. For 2012, the target for English is 83.7% proficiency, and the target for mathematics is 81.7% proficiency. Every year since 2002, the year that No Child Left Behind was enacted, Lindbergh High School has exceeded target percentages in both English and Mathematics. Because of high standards and overall test scores, Lindbergh has been recognized by school-ranking websites and the *St. Louis Post Dispatch* as the highest achieving K-12 school district in the state of Missouri in 2010 and 2011. High achievement in English and Mathematics results from the focused efforts of teachers from all disciplines.

Part B

The percentage of students scoring proficient in English has increased an average of 7 percentage points each year since 2007. In 2009, the state changed from a grade-span assessment to an end of course assessment to allow better alignment to state standards and resulted in more accurate proficiency scores. Between 2009 and 2011, the English proficiency rate has increased by 18.4 percentage points. In the last two years, the achievement gap between the total proficiency scores and the other subgroups' proficiency scores has dramatically narrowed. In 2009, the total proficiency was 84%, but the proficiency for African American, Free and Reduced lunch, and Special Education students was 51%, 63.1%, and 45.5%, respectively. In 2011, the total proficiency was 93.1%, and the proficiency for African American, Free and Reduced lunch, and Special Education students was 81%, 90%, and 66.7%, respectively. One of the major factors in this improvement is that each course's core of teachers meets weekly and uses data to implement, design, and chart monthly goals and strategies in a concentrated effort to improve the achievement of all students. In addition, those instructors work with students individually to stress the needed skills. Students who need more instruction are paired with an Additional School Instructor (ASI). This is true in our English and Mathematics Departments.

Mathematics proficiency rates have increased an average of 4.85% per year between 2007 and 2011. Mathematics students raised scores from 2007 - 2008, then dropped 2.2% from 2008 - 2009, related to the change to the EOC assessment, but made a significant increase of 16% from 2009-2010, and have raised their percentage each year thereafter. In 2009, the total percent of Mathematics proficiency was 65.5%. The percentages for African American, Free and Reduced lunch, and Special Education students were 40.4%, 48.5%, and 35.6%, respectively. The focus on mastery and re-teaching has made a substantial difference for subgroups. In 2011, for Algebra 1 the total proficiency scores were at 84.3%. The percentages for African American, Free and Reduced lunch, and Special Education students were 52.2%, 68.3%, and 50.9%, respectively. Even though the subgroups' average scores have increased each year for the past five years, there are still gaps between these groups and the total average. Teachers meet weekly in their Professional Learning Communities to analyze data and create strategies to improve student achievement. To combat the achievement gap, assistance has been differentiated for each student.

For students unable to stay after school for extra assistance, a designated teacher's aide makes it a point to review with these students during lunch-time tutoring or class time.

In both English and Mathematics, IEP students' case managers are in close contact with instructors and facilitate interventions when students are struggling. For other students who are failing to meet proficiency standards, instructional supports are provided through Power Lunches, Additional School Instruction (ASI), 8th hour tutoring, Focus Learning Labs and Academic Monitor support. Each of these interventions provides additional instruction in the individual areas of student need. Additionally, professional development has been provided to all teachers in content-area reading, strategies for working with students with Autism, ELL instructional strategies, differentiated learning supports, math instructional strategies and technology integration.

2. Using Assessment Results:

Using assessment data to improve instruction is the faculty's focus at Lindbergh High School. This focus begins even before student schedules are made. Teachers, counselors, and administrators look at Explore, Plan, MAP, EOC, and ACT scores to recommend students for appropriate classes. The Honors Coordinator and Guidance Department Chair visit core subject teachers to provide data and interpretation of Explore/Plan/ACT results. Teachers provide core class recommendations using this data before scheduling may begin. In January, parents, guardians, and community members are invited to attend Curriculum Night, where they collaborate with teachers and department heads about their child's course selection. In addition to Curriculum Night, departments promote their class offerings to students through department DVD's, classroom discussions, and flyers.

When addressing the achievement gap, core curricular areas strategically target specific students and align curriculum goals to focus on closing the achievement gap. Online assessments are a valuable tool in this process. In Algebra, students take the monthly benchmark eValue to track student mastery of standards and gain insight to instructional needs. In English and other core courses, online assessments are provided through Moodle, a virtual learning environment. PLCs use score reports from these online assessments and ACT, IB and AP to plan instruction. When analysis shows a weakness among all students, the PLC plans lessons to re-teach the learning objective, and when individual weaknesses are identified, students receive one-on-one instruction during the school day or after school. An emphasis is placed on mastery and re-teaching as a key component to improvement. In addition, PLCs create SMART (Specific, Measurable, Attainable, Reliable, and Timely) Goals each semester and regularly analyze common assessment data to evaluate if their students have met the goals. If a goal has not been achieved, re-teaching and adjustment of methods occurs to meet the needs of the students. One method of re-teaching is the use of the PLATO lab for students who need reinforcement in order to overcome a learning gap in English and mathematics. Faculty not only focuses on the use of data to improve student success, but students are also encouraged to track their own progress.

In addition to using data to inform individual instruction and manage curricular decisions, Lindbergh High School uses data to identify students in need of additional adult support. These interventions are tiered based on the level of support students require. Teacher Academic Mentors (TAMs) support lower-achieving students, specifically students with frequent absenteeism and those who are failing classes. TAMs check grades and attendance, make connections with home, collaborate with students' teachers, meet and advise students at least once a week, and celebrate ongoing growth. As a result, there has been a measured decrease in student failures. Those students who require a more intensive support are assigned to the Academic Monitor whose purpose is to decrease the number of re-classified students. Students are chosen to work with the academic monitor based on teacher and principal referrals. Historically, these students have the cognitive ability to be successful but require extra motivation to reach their fullest potential.

Students with IEPs require more intensive support, which is monitored through their case managers. Case managers serve similar roles to the academic monitor, but they also facilitate instructional modification and interventions within the classroom environment. ELL students have additional supports through an

ELL instructor and an aide who pushes into classrooms to provide instructional interventions.

Parents have ongoing access to their child's assessment data through the SIS portal, the web site that houses individual student data. The community is kept abreast of student achievement through the school's official Website (<http://www.lindberghschools.ws/>), along with the newly-created student-run Website (<http://www.lindberghlookup.com/>), which recognizes individual achievement such as National Merit Scholars, International Baccalaureate diploma candidates, and school-wide academic success. Additionally, the School Board celebrates the school's successes including IB and AP results, at monthly meetings and publicizes these successes within their meetings' minutes. EOC results as well as ACT averages are regularly posted in the local newspapers and on the state website.

3. Sharing Lessons Learned:

Throughout the state, LHS has established a reputation for excellent academic, character, and technology practices. As a result, time is devoted to sharing best practices within the district and beyond.

To align our 6-12 curriculums, Vertical Teams comprised of middle and high school teachers incorporate the AP and IB strategies into advanced, regular, and special education classes. As a result, improved rigor has occurred at the middle schools. Teachers regularly present best practices to their own learning communities, departments, and the school during imbedded professional development. Each Wednesday teachers share practices with each other through their designated learning community time. Teachers from various departments have met with educators from other districts to share learning communities' successes, best classroom practices, vertical team strategies, technology integration, and data/assessment evaluation. Lindbergh teachers also travel to state and national conventions to present on these topics. These conferences include National Education Association, Missouri State Teachers Association, Missouri Music Educators Association, National Science Teachers Association, National Social Studies Council, National Teachers of Journalism, and Foreign Language Association of Missouri.

Lindbergh High School also receives regular visits from local, state, national and international districts to learn about instructional practices, character education and technology integration. Specific topics of interest include Lindbergh's Character Council that facilitates monthly Topic Time sessions with classrooms on various character-driven topics and LinkCrew practices that link model upperclassmen with incoming freshmen to ease the transition and promote a positive school climate.

Recently, the technology department hosted an "UnConference," at which teachers presented on all aspects of classroom technology to fellow district teachers. All teachers are required to complete three levels of ELITE training to become proficient in teaching in today's high-tech classroom. Teachers share their best practices during training and on the ELITE BLOG. Librarians have worked with educators from various schools about management procedures for Destiny software, Nooks, and e-library. One librarian presented on Google Calendar and Nooks at the Missouri Association of School Librarians' Conference. Physical education teachers have presented to other schools and at the Missouri Association for Health, Physical Education, Recreation and Dance Conference on using heart rate monitors, Trifit software, and other classroom practices.

4. Engaging Families and Communities:

Student success depends on strong partnerships between students, parents, and teachers.

Technology provides diverse outlets for effective communication and accessibility of resources, such as weekly online grade updates, faculty websites, and teacher-constructed public portals. Parents also receive quarterly grade-level newsletters highlighting student achievements and upcoming activities. Invitations to events such as Curriculum Night, Open House, and parent-teacher conferences provide additional opportunities for parents, students, and teachers to personalize relationships.

The communication of students' individual needs is an essential component in their success. Teachers

make frequent contact through e-mail or telephone calls when students are struggling. In addition, teacher mentors and advisors provide these students and their parents with strategies for success. Resources such as Family Connections, Teacher Academic Mentors, and the gifted program help students and parents with individualized career and college planning and facilitate opportunities for students to pursue areas of strength and interest.

Additionally, families are actively involved in creating a dynamic school atmosphere with their participation in Character Education, Mothers' Club, and numerous booster programs. Parents and students also play an active role in committees that determine school policies and leadership, ensuring they have a voice in decisions that promote student success.

In addition to family partnerships, Lindbergh fosters relationships with community members to ensure student success. Local corporate stakeholders take part in educating our students by providing valuable resources and real-life experiences. Recognizing the importance of strong schools, companies and organizations donate time, services, supplies, and financial support to help students and faculty achieve their educational goals. For example, marketing students transfer knowledge from the classroom into on-the-job experience through an internship program with local cooperating businesses. The Kiwanis Club sponsors student participation in their national Key Leader training program.

The invaluable training provided by community partners helps develop skills and motivate students to take active roles in school and their community. Recently, the cheerleaders organized an awareness night for breast cancer by hosting a Pink Out football game where all proceeds went to the Susan G. Komen Foundation. Student-led events, such as Key Club's Senior Citizens Prom and Environmental Club's work on the Gempp conservation area also contribute to the development of competent, caring individuals who will continue contributing to the community. Support and appreciation for student efforts is shown by generous local citizens and businesses. Each year they award thousands of dollars in college scholarships to help pave the way for continued student success.

1. Curriculum:

Lindbergh learning communities and vertical teams work together to develop a curriculum process utilizing the Backward Design model and common assessments to evaluate student progress. Comprehensive offerings in each subject area support post-high school goals through rigorous study. Students experience an array of college-prep, Advanced Placement(AP), International Baccalaureate (IB), technical education and dual credit courses.

Courses are aligned to Missouri Course Level Expectations (CLEs), and courses without state guidance are aligned to National Standards. Curriculum and instruction align to curriculum demands in ACT, Career and Technical Education including PLTW, AP and IB.

A unique aspect of Lindbergh's curriculum is the intervention and enrichment opportunities. Interventions include an alternative curriculum for at-risk students at Lindbergh Academy, access to Missouri Options, credit recovery, and tiered interventions for reading and math. Enrichments include a county-wide Program for Exceptionally Gifted Students, internships and exchange programs, college credit, and an IB diploma. Students may access 21 AP courses.

Assessments are used to ensure that student placements are appropriate. Based on the Explore and Plan, career paths are identified and incorporated into students' four-year plans and guide academic rigor. COMPASS testing provides a benchmark for college and career readiness, allowing schedule adjustments. This curriculum responsiveness is enhanced by student mentoring systems, including teacher academic mentors, an academic monitor, and ongoing data analysis among teachers, administrators, counselors, and coordinators.

Lindbergh's unique, college and career preparatory courses include:

English Language Arts: English 1-3; English 1-2 Honors; English 3 IB/Pre-AP; English 4-College Prep; Modern World Literature; IB/AP Literature; IB Theory of Knowledge; Media Technology; Applied Media Technology; Film as Literature; Intro to Philosophy; Journalism in the Digital Age; Pilot Publications; Reading Strategies; Intro to College Reading; Intro to High School Reading; Rapid Reading; Speech and Debate; Spirit Publications

Math: Algebra 1A-B; Algebra 1; Algebra 2 Concepts; Geometry Concepts, Plane, Honors; Trigonometry/Math Analysis; Pre-Calculus; AP/IB Calculus AB; Statistics, AP Statistics; Intro to Programming with Java; Advanced Programming with Java; AP/IB Computer Science; Web Communications & Design 1-3

Science: Biology A-B; Biology; Biology Honors; Physical Science; Physical Science Honors; Chemistry; AP/IB Chemistry 1-2; AP/IB Biology 1-2; AP Physics 1-2; Astronomy; Earth Science; Environmental Science; Human Anatomy & Physiology; Physics; Field Biology

Social Studies: World History; World History Honors; U.S. Government and Politics; AP U.S. Government and Politics; U.S. History; AP/IB U.S. History; Contemporary Issues; Geography; AP Human Geography; IB History of the Americas; Humanities; Sociology; U.S. Law and Society; General Psychology; AP Psychology

Physical Education: Personal Fitness Concepts; Advanced Boys and Girls PE; Basic Weight Training; Advanced Strength & Conditioning; Resistance Training; Body Composition Management; Dance & Fitness Concepts; Intermediate Aquatics & Water Sports Games; Advanced Aquatic Skills & Lifeguard Training; Health

Modern Language: French, German, Spanish: Levels 1-5; Honors 2-3; AP/IB 4-5
Family & Consumer Science: Foods 1-3; Clothing 1-3; World of Foods; Adolescent Studies; Child Development 1-2; Fashion Design; Housing & Interior Design; Relationships

Business: Accounting 1-2; Business/Personal Law; IB Business & Management; Career Explorations; AP Economics; Entrepreneurship; Graphic Design; Intro to Business; Marketing 1-2; Marketing Internship; Microsoft Office 1-2; Sports & Entertainment Marketing; Study Skills/Notetaking, Personal Finance Management

Engineering Technology Education: CareerPort to Computers & Networking; A+ Certification; Network+/Server+ Certification; Product Manufacturing & Construction; Set Design & Construction; Intro to Engineering Design; Principles of Engineering; Digital Electronics; Civil Engineering & Architecture

Music: Intro to Rock, Pop, & Jazz; Choirs: Mixed, A Cappella, Honors A Cappella, Concert, Limelight Show, Madrigal Swingers; AP/IB Music Theory/History; Music Tech 1-2; Bands: Freshman, Non-Marching Freshman, Concert, Percussion, Symphonic, Honors Symphonic, Marching, Non Marching; Orchestras: Symphony, Honors Symphony, Chamber; Jazz Ensemble; Jazz Lab; Color Guard

Performing Arts: Theatre Survey; Basic Acting Techniques; IB Theatre

2. Reading/English:

Inspired by the concepts of Professional Learning Communities (DuFour and Eaker, 1998) and Understanding by Design (Wiggins and McTighe, 1998), language arts courses at every grade and ability level share the same essential questions: “Why Write? Why Read? Why Speak? Why Investigate?” As students pursue the answers to these questions, they are preparing for the writing, reading, and critical thinking that await them in college and beyond. To ensure that all courses share a college preparatory focus, teachers have been trained and participate in AP Vertical Teams. Courses across grade levels share a 6th-12th grade writing rubric; spiraling writing assignments; an articulated list of literary terms; and AP strategies for writing, reading, and literary analysis.

The language arts department uses assessments such as Missouri End of Course exams, ACT, and COMPASS to analyze students’ achievement and college readiness and then adapts instructional methods accordingly. For students performing below grade level or otherwise seeking improvement in reading, Lindbergh offers a one-on-one remedial pull-out program; after-school instruction; and reading courses that include Introduction to College Reading, Reading Strategies 1 and 2, and Rapid Reading. Correspondingly, Lindbergh also recognizes the abilities and needs of gifted and high-achieving English students through honors, AP, and International Baccalaureate courses. The advanced language arts curriculum expands, deepens, and accelerates students’ understanding of the discipline.

Recognizing the evolving relationship between language and technology, English courses integrate technology in all facets of the curriculum to improve student learning through the use of Moodle, Turnitin.com, e-books and Nooks, online testing, and presentation programs. We believe this use of technology is integral to students’ success in college and their future careers.

All students experience high-quality instruction in the core English curriculum, but students often have needs and interests that go beyond the regular classroom. In addition to remedial and reading programs, the English department offers a writing center in which struggling writers can conference with English teachers or trained student tutors any hour of the school day. The writing center is one of a number of opportunities provided for the strongest English students; those who choose to be tutors strengthen their own skills while they help their peers. Other English elective and extra-curricular opportunities include a progressive student media program, student literary magazine, philosophy and speech classes, and a chapter of the National English Honor Society.

3. Mathematics:

The mathematics curriculum exemplifies differentiated instruction at its best through a wide variety of classes which target individual levels of mathematics ranging from specialized, two-year coverage of Algebra I to Calculus II. This rigorous, diverse curriculum allows students to achieve at exemplary levels as evidenced by state End of Course exams, ACT/SAT scores, International Baccalaureate Diplomas, and Advanced Placement exams.

The mathematics curriculum is aligned to state and national mathematics standards and Lindbergh learning communities meet weekly to check on the curriculum both vertically and horizontally. Additionally learning communities create and implement SMART goals consistent with their student needs. Within these learning communities, innovative instructional strategies are developed, shared, implemented, and evaluated. Currently, one-half of the mathematics department either holds National Board Certification or is a candidate. As a result, the basic tenant of national board certification that “instruction is driven by assessment” has permeated the department’s approach to teaching.

Within the math department, resources are available to customize programs for every student. Six collaborative teaching (CT) courses are provided with special education staff, and two additional support instructors regularly work with targeted students to increase and reinforce their mathematical skills. Outside the classroom, Power Lunch is an opportunity to receive direct mathematics instruction during lunch periods. Students may attend Power Lunch on a voluntary basis or as assigned by their math teacher. Additional instruction with a math teacher is available both after school and during every learning lab. Students who excel in mathematics can participate in Mu Alpha Theta (national honorary math club), local and national math competitions, and take advanced course work at the AP and IB level including Calculus I, Calculus II, Statistics, and Computer Science.

As a result of the high level of instruction and support in and out of the classroom, students have achieved AYP three consecutive years, and ACT, AP and IB scores have been well above the state and national averages. The Mathematics Department believes the extras in place, including instructional strategies, student interventions, and excellent instructors are the key to their success.

4. Additional Curriculum Area:

LHS offers an expansive Social Studies curriculum that affords students the opportunity to acquire essential skills and knowledge centered on the school’s mission of creating caring and competent graduates. The Social Studies Department stresses the importance of gaining a wide spectrum of knowledge, and prepares students to be active and prosperous citizens in an ever changing, twenty-first century global society.

All students are required to complete a rigorous social studies curriculum consisting of three core areas: World History, United States History, and United States Government and Politics. Students are further encouraged to expand their knowledge by completing courses from an extensive number of elective classes such as psychology, humanities, geography, sociology, contemporary issues, law and society, and global history. The social studies faculty encourages students to challenge themselves with college level, Advanced Placement, and International Baccalaureate courses which are open to all students.

A multitude of skills are encompassed in our curriculum, preparing students for the rigors of higher education and employment. An emphasis is placed on higher level thinking skills such as problem solving and analysis. For example, core courses instruct students to write document-based essays which require critical analysis and synthesis of primary source documents to defend a point of view and clear, concise writing to show mastery of information. Research-based assignments include instruction in detecting bias and using technology. Additionally, all courses instruct students to interpret sources like graphs, charts, political cartoons, and maps. Considerable focus is placed on teaching students to present these ideas and analyses clearly through nonfiction writing and speaking.

In a further effort to mold caring and competent graduates, we utilize a “globalization” component that is designed to foster awareness and understanding of the world around them. Particular attention is spent on differing cultural perspectives to encourage understanding and diversity appreciation. With a thematic approach, history courses emphasize the impact of historic events on different cultural groups, such as women, immigrants, and indigenous peoples. Through cooperative learning, students learn from each other, and develop collaboration skills that will serve them as productive adults. The instruction of historical and current events is framed as a study of values in conflict, and students are encouraged to evaluate the competing perspectives. Physical and cultural geography, as well as, global economic interdependence have become an integral component in continuing the expansion of students’ knowledge of people and nations.

5. Instructional Methods:

In order to accommodate the demands of a diverse student body at Lindbergh High School, teachers have implemented strategies to meet their distinct needs. Particular focus has been given to Understanding by Design, by Wiggins and McTighe, and Differentiated Instruction, by Carol Ann Tomlinson.

Lindbergh’s first level of differentiation is through its diverse course offerings. The high school offers standard, Advanced Placement, and International Baccalaureate courses. Struggling students can take courses with a slower pace, such as Algebra 1B. Students may also attend the Academy, an alternative high school, or South County Technical School. Furthermore, students with IEPs may take modified courses, or classes with cooperating teachers who modify instruction in the regular classroom. ESL students are also provided with assistants in the classroom who work with teachers to modify instruction. Lastly, Lindbergh has a program for the exceptionally gifted that services students from the entire St. Louis community.

Differentiating instruction is part of Lindbergh’s instructional culture. Teachers use backward planning to create summative assessments for their students. Teachers also provide formative assessments in order to identify student ability level for future lesson plan adjustments. For example, in the science department a teacher may provide a one-day lesson on a problem solving technique, followed by a quiz to determine which set of activities will be best suited for each student to master the lesson’s objective.

While teachers differentiate lessons in all departments, struggling students may require supplementary help. Lindbergh offers support outside the classroom in multiple ways. For example, if an algebra student is grappling with formulas, they can attend a math power lunch tutoring session, receive help from a math teacher in their learning lab, and/or attend an hour long after school instruction conference with a math instructor. Also, a student working on a History paper can attend the Writing Center for extra help.

Technology is a part of Lindbergh’s instructional culture. ELITE is a district-wide professional development program that supports student-driven use of technology. Every teacher in the building has passed technology integration assessments, and every classroom in the high school is in the process of being outfitted with state of the art equipment. Additionally, students may bring in a smart device or laptop for use in the classroom.

Lindbergh’s focus on differentiation and technology has catapulted its student achievement to the top levels in the State of Missouri.

6. Professional Development:

Professional Development is the backbone of high achievement at Lindbergh High School. A Professional Development Committee, including a teacher from every department, meets monthly to guide the activities teachers will engage in to promote learning. Every summer, the committee reviews the District and School Improvement Goals and sets parallel goals. For example, the District Professional Development goal is “to engage teachers in technology to increase student achievement.”

The Professional Development Committee determined three specific areas of focus for the building: student achievement, technology, and character education. While the first two specifically relate to the district goal, the third, Character Education, is an important part of LHS, and the staff feels strongly that while student learning is paramount, developing caring graduates is also a critical to the Lindbergh High School mission.

The committee monitors progress toward these goals and overall staff satisfaction with the activities by way of regular surveys and needs assessments which drive future professional development plans, often as quick as the next month's professional development agenda.

Monthly two-hour release time is built into the calendar to provide PD opportunities based on the needs assessments and overall PD goals of the year. Also, weekly one-hour professional learning community meetings take place, organized by subject matter. Within PLCs, biannual SMART goals target student achievement, and departments share and reflect on best practices.

Based on this work, teachers have developed quiz retakes, differentiated instruction, after school instruction, online study resources, and numerous other academic supports for students. Student achievement results have been overwhelmingly positive, indicating professional development time is well-utilized. In 2011, Lindbergh High School posted the top EOC test scores in the state of Missouri. Additionally, there have been gains in Advanced Placement scores as well as the ACT average for the school. In the focus area of character education, success has been measured not only by the awards recently won, such as Missouri School of Character and National School of Character, but by fewer discipline referrals and having the supports and processes to deal with unforeseen situations, like staff or student deaths.

While the staff at Lindbergh has opportunities to attend workshops and conferences off campus, it is a point of pride that our professional development focuses on learning communities and sharing the expertise we have on our talented staff. Overall, professional development is meaningful and well-planned as teachers work diligently to connect with students and raise achievement.

7. School Leadership:

The administrative team is comprised of a head principal, grade level principals, honors coordinator and an athletic director who function as a collaborative team that meets weekly to address school issues.

The team operates under the Richard DuFour and Robert Eaker's "loose-tight leadership style" which involves giving teachers the autonomy over key decision-making while insisting that all staff are unwavering in their efforts to work toward the school's vision and goals. The administrative team is clearly focused on increasing student achievement as well as character development; however, as learning communities are strong and staff is truly empowered, the administrators allow for freedom and creativity from staff.

The mission of the school, creating competent and caring graduate, is always at the core of decisions. Administrators pay close attention to student achievement, monitoring students' grades and devising programs for struggling students, such as Teacher Mentors. Additionally, administrators work to keep learning community time sacred.

Instructors are held accountable through the Performance Based Teacher Evaluation and concerns are addressed as they arise. During the hiring process, close attention is paid to the building of teacher teams. Group dynamics are considered when bringing a new teacher on board. Finally, the administrators work to provide a well-managed atmosphere that fosters learning. Beyond the building, the administrative team is involved at the local, state, and national levels of educational policy setting.

Teachers and staff are allowed the professional freedom to reach the goals of the school. For example, while learning communities are prevalent, there is not an expectation that all teachers are teaching the

exact same lesson on the same day. Teacher autonomy is still intact and instructors are then able to share their creative ideas with their colleagues.

Teachers lead the Professional Development Committee and determine what the staff needs in order to move students forward. Teachers lead curriculum writing and the development of new courses. The Department Chairs have become key teacher-leaders in the building. They lead and organize the preparation and proctoring of major assessments as well as help with mentoring new teachers and aligning the personnel in their departments in to the courses that best suit their expertise.

Leadership opportunities have been offered to staff by the administrators in the creation of “Administrative Liaisons,” a daily assignment of some administrative duties for teachers who are pursuing administration or are interested in gaining a better understanding of school operations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: End of Course Exam/Missouri Assessment Program

Edition/Publication Year:
2009/2010/2011/2007/2008

Publisher: Riverside/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Aug	Aug	Aug	Aug	Aug
SCHOOL SCORES					
Proficient/Advanced	92	90	84	66	64
Advanced	49	36	33	27	23
Number of students tested	480	442	449	450	462
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	1		4
Percent of students alternatively assessed	1	1			1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	78	73	62	33	28
Advanced	26	16	18	14	3
Number of students tested	72	88	68	43	36
2. African American Students					
Proficient/Advanced	79	69	50	22	30
Advanced	16	5	8	3	
Number of students tested	38	64	40	36	30
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	8	6	3	5	2
4. Special Education Students					
Proficient/Advanced	71	50	44	23	12
Advanced	18	5	7	9	3
Number of students tested	44	62	68	53	59
5. English Language Learner Students					
Proficient/Advanced					58
Advanced					21
Number of students tested	7	3	2	8	19
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: End of Course Exam/Missouri
9 Assessment Program

Edition/Publication Year:
2009/2010/2011/2007/2008

Publisher: Riverside/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Aug	Aug	Aug	Aug	Aug
SCHOOL SCORES					
Proficient/Advanced	84	82	66	68	65
Advanced	37	33	17	23	18
Number of students tested	468	416	348	464	482
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	3	3	1	1	
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	71	59	48	38	39
Advanced	23	16	9	9	8
Number of students tested	88	71	66	55	78
2. African American Students					
Proficient/Advanced	51	42	40	29	24
Advanced	8	9	6	5	2
Number of students tested	49	43	53	41	45
3. Hispanic or Latino Students					
Proficient/Advanced				70	
Advanced					
Number of students tested	5	7	3	10	5
4. Special Education Students					
Proficient/Advanced	51	47	35	20	19
Advanced	18	8	6	6	6
Number of students tested	57	49	55	69	63
5. English Language Learner Students					
Proficient/Advanced	60				38
Advanced	40				
Number of students tested	10	4	6	4	21
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	84	82	66	68	65
Advanced	37	33	17	23	18
Number of students tested	468	416	348	464	482
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	3	3	1	1	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	71	59	48	38	39
Advanced	23	16	9	9	8
Number of students tested	88	71	66	55	78
2. African American Students					
Proficient/Advanced	51	42	40	29	24
Advanced	8	9	6	5	2
Number of students tested	49	43	53	41	45
3. Hispanic or Latino Students					
Proficient/Advanced				70	
Advanced				0	
Number of students tested	5	7	3	10	5
4. Special Education Students					
Proficient/Advanced	51	47	35	20	19
Advanced	18	8	6	6	6
Number of students tested	57	49	55	69	63
5. English Language Learner Students					
Proficient/Advanced	60				38
Advanced	40				0
Number of students tested	10	4	6	4	21
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	92	90	84	66	64
Advanced	49	36	33	27	23
Number of students tested	480	442	449	450	462
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	1	0	4
Percent of students alternatively assessed	1	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	78	73	62	33	28
Advanced	26	16	18	14	3
Number of students tested	72	88	68	43	36
2. African American Students					
Proficient/Advanced	79	69	50	22	30
Advanced	16	5	8	3	0
Number of students tested	38	64	40	36	30
3. Hispanic or Latino Students					
Proficient/Advanced					
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Number of students tested	8	6	3	5	2
4. Special Education Students					
Proficient/Advanced	71	50	44	23	12
Advanced	18	5	7	9	3
Number of students tested	44	62	68	53	59
5. English Language Learner Students					
Proficient/Advanced					58
Advanced					21
Number of students tested	7	3	2	8	19
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MO3