U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Dr. Michelle Blackley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Daniel Wright Jr High School
(As it should appear in the official records)

School Mailing Address 1370 North Riverwoods Road
(If address is P.O. Box, also include street address.)

City Lincolnshire   State IL   Zip Code+4 (9 digits total) 60069-2402

County Lake County

Telephone (847) 295-1560   Fax (847) 295-7136

Web site/URL https://www.d103.org/dw   E-mail mblackley@d103.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*_Dr. Scott Warren_____E-mail_swarren@d103.org_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lincolnshire-Prairieview School District 103   Tel. (847) 295-1560
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Anne van Gerven
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

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

4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.

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

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

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

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

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

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

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

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

   3 TOTAL

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

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

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

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	116	120	236
7	147	132	279
8	122	104	226
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	385	356	741

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

4. Racial/ethnic composition of the school (if unknown, estimate):

0 % American Indian or Alaska Native
48.9 % Asian
0.4 % Black or African American
4.4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
45 % White
1.3 % Two or more races
100 % Total

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2020 until the end of the 2020-2021 school year	20
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2020	741
(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

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

Arabic, Armenian, Bengali, Bulgarian, Cantonese (Chinese), Czech, Dutch/Flemish, Finnish, French, German, Gujarati, Hebrew, Hindi, Italian, Japanese, Kannada (Kanarese), Korean, Malayalam, Mandarin, Marathi, Mongolian, Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Sourashtra, Spanish, Tamil, Telugu (Telegu), Thai, Tuluau,, Turkish, Ukrainian, Urdu

English Language Learners (ELL) in the school: 3 %

25 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

8. Students receiving special education services   <u>12</u> %
with an IEP or 504:   <u>86</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>9</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>23</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>18</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>8</u>

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

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>22:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X   No

If yes, select the year in which your school received the award.   2016

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

The District mission: To provide innovative learning experiences which empower each student to lead with empathy and make a difference in a diverse and interconnected world.

16. Provide a URL link to or text of the school's nondiscrimination policy.

https://boardpolicyonline.com/?b=lincolnshire_prairie_view

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

PART III – SCHOOL OVERVIEW

Daniel Wright Junior High School (DWJH) serves students in grades 6-8. Teachers at the school average about 15 years in the profession. The stability in the teaching staff nurtures a collaborative environment in which instructors work together to enhance student achievement. The school has designed and implemented a performance evaluation system that assesses teachers' professional skills and incorporates measures of student growth. The teacher evaluations over the past few years have been exceptional.

The school serves a close-knit community that mirrors the diverse culture and backgrounds of the student population. It has mostly middle and high socioeconomic classes of different cultures and nationalities. The school has high achieving intrinsically motivated students, who are focused and competitive. The diversity of the school represents the many different cultures in the neighborhood. Students come from different races, ethnicities, identities, socio-economic status', religious beliefs and ideologies thus bringing unique experiences, strengths, abilities and ideas to the classrooms. Furthermore, teachers are committed to high expectations and are consistently looking for new best practices and approaches to teaching to create a more inclusive and welcoming environment for all students. The school has established strong relationships with parents and community members based on a common vision for success. All stakeholders advocate for student-centered instruction that prepares their kids to become active, successful, and contributing members of society.

The school's mission supports the district's mission to provide innovative learning experiences that empower students to excel and make a difference in a diverse and interconnected world. Showcasing our past Blue Ribbon awards on our website, marketing materials, letterhead and on building facades raises awareness and validates our commitment to innovation.

To achieve its vision of being "Leaders in Learning," the school has formed a committee of parents, staff, students, and community members who work collaboratively to shape and define the school's Portrait of a Graduate. The school's fundamental purpose is to promote and foster an ethical and diverse society where students live balanced lives while participating in a rigorous educational experience that advances the success of all students. The school strives to cultivate a learning community by developing and sustaining a collaborative educational environment to prepare future leaders for the next generation.

Additionally, the school is committed to providing a healthy, safe and secure environment that is well maintained and optimizes student learning. During COVID, DWJH created a schedule that was adaptable to the pressures of the pandemic. This allowed for all students, either remote or in person, to access synchronous daily instruction in all subject areas. Teachers were assigned homogeneous sections of students that were either in person or remote. This allowed staff to focus on executing effective instruction that was not taxed by the management of hybrid (combined remote and in person) groups of students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At Daniel Wright, we prepare students for the world they live in today and the one they will work in tomorrow. Multiple facets of instructional change have been integrated throughout the curriculum as teachers have aligned curriculum to Common Core State Standards (CCSS) for mathematics and English Language Arts (ELA), Next Generation Science Standards (NGSS), College, Career and Civic Life Framework for Social Studies and the National Core Arts. Teachers refine common assessments, summative, formative, and pre-assessments to allow for data driven decisions when clustering students and adjusting content as necessary. Classroom teachers collaborate with the Literacy, Math, Enrichment, Multilingual, and Learning Behavior Specialists to ensure each student is appropriately challenged. Technology is integrated by students and teachers using iPads as a tool to collaborate, assess understanding, provide feedback, model problems, and collect and analyze data to find solutions.

The school has fully and successfully implemented a standards-based grading (SBG) model. Standard-based and evidence-based education is centered on the philosophy that there are specific elements of knowledge and skill students should know and can do as a result of schooling. The SBG approach is regarded as an accurate and reliable process for evaluating students as well as effectively communicating their progress relative to learning standards. The school outlines the essential skills students must possess to contribute to an ever-changing society and uses common language based on the SBG philosophy to share learning intentions and success criteria with students and families. The SBG implementation has been effective in assessing and communicating student performance, achievement and growth over time. The employed grading practices provide accurate, specific and timely feedback designed to improve student learning.

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

Daniel Wright ELA teachers carefully curate resources addressing learning standards in ways prepackaged curriculums do not. Using the Understanding by Design (UBD) framework, teachers develop units that meet the needs of our high performing student body and differentiate as necessary. Our unique population explores a wide range of literature vertically aligned to ensure exposure to varied genres over the course of their junior high school career. Text titles represent a diverse set of authors to ensure all students are able to make personal connections to writers. Writing assignments are created to allow students to generate original thought, experiment with structure and tone, and ultimately develop as flexible writers for today's world. The Daniel Wright English Language Arts Department works intensively, collaboratively, and creatively to differentiate instruction for an incredibly diverse community.

Remote learning gave teachers the opportunity to master the digital environment. Before the pandemic, most of our teaching and learning existed in the analog world. With the pivot to remote learning, District 103 provided innovative digital resources and technology support. Daniel Wright ELA teachers and students returned to in-person classrooms with enhanced twenty-first century skills.

Our ELA teachers use proficiency-based instruction to provide students with formative opportunities to demonstrate understanding while receiving feedback. Common summative benchmark assessments are given across grade levels at the end of each unit. These are often administered using software that provides powerful analysis of the data. Review of test data indicates which standards may need to be revisited in the future, allowing teachers to work together to rebuild and retool future lessons.

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

The mathematics program at Daniel Wright offers multiple levels of placement to ensure student understanding of all Common Core State Standards, while providing an appropriate level of challenge for all

students. As part of our backwards design approach, we develop instructional activities that provide students with many opportunities to discover and utilize the mathematical concepts underlying the standards and support students in reaching mastery. We employ a cooperative learning model and hands-on, discovery-based activities that allow for productive struggle, extensive differentiation, and facilitate a deep understanding of math concepts. In addition, we incorporate technology, such as Desmos, Classkick, GoFormative, IXL, MathXL, and online textbook resources, in order to bring concepts to life, give instant feedback, and provide differentiated practice opportunities.

Our district employs a Multi-Tiered System of Supports (MTSS) to provide extraordinary opportunities for every learner to succeed through differentiated instruction and interventions. Math classroom teachers collaborate with the math interventionist to analyze data, identify students that are not meeting our benchmarks and determine appropriate math interventions, including pull-out groups and in-class support.

Daniel Wright uses a standards-based grading (SBG) system, which allows teachers to communicate student growth towards mastery of state and local learning standards, identify areas of strength, and guide improvement. The math department utilizes open-ended formative and summative assessments in order to gather a full picture of student mastery, and to provide feedback to support continued learning. SBG is consistent with our goal to create an environment that develops and supports a growth mindset, so that students learn to embrace challenges and persevere.

The superior quality of Daniel Wright's math department was evident through the many challenges during Covid. The daily schedule was almost identical as students moved back and forth between in-person and remote learning. Math teachers continued best practices and expected the same level of rigor. IAR and MAP scores proved that there was minimal unfinished learning, as student growth far exceeded state averages. The reporting standards did not change, but teachers did incorporate more digital tools to best support instruction. Using Classkick during instruction allowed teachers to view all student work in real time and provide students with immediate feedback. Teachers also utilized online, interactive videos and practice to support student learning.

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

Over the last several years, Daniel Wright science teachers have worked aligning curriculum vertically in grades 6-8 to align the curriculum to the NGSS (Next Generation Science Standards). Since then, we have shifted our focus from simply teaching only key discipline core concepts to focus more on SEP's (Science and Engineering Practices) and CCC's (Crosscutting Concepts). This aligns with our district "Portrait of an 8th grader" to develop real world working skills to analyze, apply, and evaluate as opposed to just focussing on gaining knowledge.

Several years ago, we moved from Illinois State based standards to NGSS and we adopted a 1 to 1 Ipad philosophy. This allowed us to use technology to shift from textbook style formats to specializing the curriculum to include the use of the ipad, updated science resources, data collection using technology, and multiple resources on our web based platforms that allow for more differentiation. As we moved from textbooks, we have worked on introducing topics in problem based formats to allow for capturing student interests by allowing them multiple strategies to research and solve problems.

Also, during the time of transitioning to NGSS and 1 to 1, we transitioned to standards based grading. This has allowed us to evaluate our objectives and rubrics to measure them to be more authentic. Our activities that we develop formatively are more clearly aligned to our summatives which help students visualize the skills and performance needed to meet expectations.

The pandemic caused the Daniel Wright Science Department to evaluate their use of 1 to 1 learning by providing the students with more online experiences which have helped enrich the curriculum. We continue to redefine the use of online databases, student paced resources, and additional enrichment resources to supplement our curriculum. We continue to adapt and evolve to meet the needs of our Nationally recognized programs to continue to encourage all learners, beginning and advanced, to excel as a science thinker and reach their full potential.

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

The social studies curriculum includes a thematic and chronological approach to World and U.S. History. The curriculum is aligned with the Illinois Social Studies Standards as well as the College, Career, and Civic Life Framework. Students utilize inquiry-based learning to examine essential questions related to history. Daniel Wright teachers work in collaboration with Stevenson High School teachers to develop skills related to historical document analysis, argumentation, and civic engagement. When applicable, students participate in simulations, debates, and hands-on learning opportunities to support their learning experiences. All instruction is scaffolded to support all levels of learners, which includes opportunities to challenge higher level thinking. Additionally, informed action will be a component of the social studies curriculum asking students to use their attained knowledge as model citizens and contributors to society in meaningful, age-appropriate ways. Standards-based curriculum provides students with meaningful feedback related to the social studies standards. Teachers examine results of formative assessments to drive continuous improvement in student instruction. Lessons and units were adapted during remote and hybrid learning to provide engaging and interactive instruction to students both in the classroom and online. As in-person learning has continued in the 2021-2022 school year, students who need to utilize a remote learning option have been provided with digital resources to support the social studies curriculum.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The Performing Arts program is a unique program at Daniel Wright and revolves around the 3 C's: confidence, collaboration, and cooperation. This program is at the heart of 21st century learning. Sixth graders develop skills in listening through cooperative and competitive theater games while learning introductory acting skills. They explore stage directions, staging and blocking techniques. They also develop storytelling skills while studying two cross-curricular units: Fairy Tales and Greek Myths: The Myth of Persephone. Students in seventh and eighth grades dip into acting while exploring a scene and then writing their own scene extensions. They explore a rhythm project that is cross-curricular with music, theater and movement that is all student-written. Improvisational skills are developed to help students in other aspects of life. They learn to think on their feet, be creative, flexible, and team oriented through an improvisation unit. The class is based around student ideas, and they truly "create the textbook" in this class!

Sixth through eighth grade STEM classes offer students hands-on experiences with major units on: basic electricity, technical sketching, coding (JavaScript and p5.js on iPads), and control circuits. Each year is planned to build on the previous year as students progress up the grades. There are also smaller unit topics that can be used across grades and in between larger units, such as spreadsheets; the graphing calculator app Desmos; viruses and their spread; fail testing concrete; and Logic, among others.

The World Language curriculum consists of multi-layered thematic units to prepare students for real world success. The curriculum addresses each of the World-Readiness Standards for Learning Languages — communication, cultures, connections, comparisons and community as well as the ACTFL Proficiency Standards, Social Emotional Learning Standards per ISBE Public Act 93-0495 and Learning for Justice's Social Justice Standards. In sixth, seventh and eighth grade, students receive daily Spanish instruction in the modes of communication: listening, reading, writing and speaking. Eighth grade students take the AAPPL (ACTFL Assessment of Performance towards Proficiency in Languages) as their high school language placement exam. All students are placed into Accelerated Spanish 2-3 or 3-4. This allows them to test-out 1-2 years of Spanish at high school and prepares them to earn a Seal of Biliteracy on their High School Diploma.

Family & Consumer Science is a course offered in 6th-8th grades, that allows for hands-on application of Common Core and 21st Century Skills. Skills taught throughout this course further develop reading, science, and mathematical abilities. The Family and Consumer Sciences course follows standards created by the National Association of State Administrators of Family and Consumer Sciences. The curriculum covers soft skills, nutrition and wellness, textile construction, and consumer awareness. Students experience first hand how all the common core standards apply to everyday life by: cooking different cultural dishes, learning the science and importance behind measuring accurately in baking, learning how the Maillard reaction causes flavor in cooking, demonstrating healthy eating habits and food choices, and how to make educated choices involving foods as a consumer.

3. Academic Supports

3a. Students performing below grade level:

Daniel Wright staff implement varied instructional strategies to ensure that each student excels academically, socially, and emotionally. Small and large group instruction, hands-on kinesthetic activities, visual presentations, projects, problem-based learning, critical thinking exercises, literature circles, interactive study guides, and assorted note taking structures, are some of our many instructional approaches. Our goal is for students to better understand themselves, our society, and the world around them.

Specific student needs are addressed through differentiation and scaffolding of the core curriculum. Daniel Wright employs a three-tiered Response-to-Intervention model to provide support for academic and social-emotional growth. Interventions are systemic, responsive to student needs, research-based, multi-tiered, and data-driven. The levels of differentiated support include RtI co-taught, small group, applied skills, and executive functioning classes. Additionally, co-taught special education resources, direct instruction, intensive replacement instruction, and guided instruction for functional/life skills classes ensure that individual IEP goals are met.

3b. Students performing above grade level:

The Daniel Wright enrichment learning model is Raising Expectations and Aspirations of all Children (REACH). Our flexible services are available to any student who demonstrates a need for additional curricular extension. Targeted enrichment is delivered at each grade level in the form of pull-out, co-taught, or replacement curriculum. Flexibly grouped students change by unit to maximize support for our high performing population and allow for a wider range of students to have access to curricular extensions. The enrichment specialist works with the entire English Language Arts department to support differentiated lessons. Data is regularly reviewed to ensure our highest performing students have access to adequately challenging material. Curriculum is carefully designed to lower the floor and raise the ceiling so that all students have access to creative and divergent thinking exercises. Writing prompts are developed to evoke more intense critical thinking, and may also be offered to all students so those who choose to challenge themselves have the opportunity.

In some cases, units of study are accelerated for students who are ready to move faster. Seventh graders read The Giver as part of our Science Fiction unit. Students who are pulled together experience a reading schedule that moves at twice the pace and are able to complete the first two books in The Giver series while the rest of the grade level completes just the first book in the series. Likewise, eighth grade students read the grade level novel Roll of Thunder, Hear My Cry as part of the Historical Fiction unit at an accelerated pace. They then read All American Boys, a novel with similar conflicts in a more modern setting. This allows students to make comparisons and have insightful discussions about our country's progression with issues like race and dealing with conflict. In other cases, enrichment will use the same text, but take the content deeper offering students the opportunity in a small group setting to dive deeper into content.

3c. Special education:

Daniel Wright's Multi-Tiered System of Supports is a three-tiered intervention model that provides support for the academic and social-emotional needs of students through continuous problem-solving. The

framework focuses on high quality, differentiated instruction to maximize learning for all students. Interventionists, psychologists, and grade level teachers analyze data to identify at-risk students and problem-solve to determine appropriate interventions for individual students. Interventions begin in the classroom with the general education teachers, and some classes are co-taught in order to help differentiate instruction. Levels of support increase to temporary math and literacy pull-out groups and intensify to formalized interventions several times a week or placement in the Applied Skills class for executive functioning and literacy support. Student progress is monitored, and interventions are modified based on student responsiveness. Additionally, special education resource, direct instruction, intensive replacement instruction, and guided instruction for functional/life skills classes ensure that student IEP goals are met.

3d. English Language Learners, if a special program or intervention is offered:

Daniel Wright is proud to serve students from over 30 different language backgrounds. Our English language learner (ELL) population comprises 3% of the student population, and recent data from the WIDA ACCESS scores shows that our students outperform other ELL students nationally.

We utilize the Transitional Program of Instruction to serve students from low incidence language backgrounds. The program provides support to help students succeed in core academic subjects and learn English. This methodology of English instruction aims to make meaningful connections with the home language to the greatest extent possible in order to develop language in all four domains across content areas. EL teachers offer push-in co-teaching, language modified assessments, language learning tools for EL students such as Lexia, coaching and consultation with classroom teachers, small group instruction, and an array of accommodations to meet the differing levels of language proficiency among our students. Interventions are systemic, responsive to student needs, research-based, multi-tiered, and data-driven. EL students also have a Resource period that is built into their schedule, which is a space for students to connect with other language learning peers and receive social/emotional support as they adjust to life in a new country.

Using the data from ECRA (Education Consulting Research Analysis), at a state level, ELL students fell significantly below benchmarks with -.74 effect size in Reading. However, Daniel Wright's EL students exceeded expectations with +1.57 effect size, even with the significant challenges of learning during a pandemic year. Students made steady gains in their language acquisition with the supports that were available. We are very pleased with the resiliency and dedication our ELL population has shown and, with utmost pride, we celebrate their many successes this year.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The environment of Daniel Wright is one that promotes both academic and social emotional growth through diverse programming. Students have the opportunity to work on various academic clubs from Science Olympiad to Battle of the Books. Other opportunities include fine arts clubs and numerous athletic teams. Students who participate in extracurricular teams and in clubs are highly successful and often award winning. Many of our clubs compete nationally and are very successful due to our highly motivated student population. Through our extracurricular programs, Daniel Wright staff is able to focus on helping students contribute to the well being of the school and community.

With the support of the district administration and school board, the Daniel Wright staff is comprised of extremely motivated teachers who serve as leaders within the school district and throughout the community. One Daniel Wright staff member serves as a district committee chair, while six others serve as building committee chairs. This leadership extends beyond the curriculum into a diverse offering of extracurricular programs bringing cohesion between the academic school day and after school fine arts, academic and athletic clubs. This leadership from within strengthens the culture and commitment of the entire learning community as an exemplary Blue Ribbon School.

With a variety of opportunities, all students are able to find a place where they belong based on their interests and strengths. We offer clubs that support our students' social emotional needs, such as our peer mentor program and our Lunch Buddy program, which pairs students with cognitive impairments with general education students. The Wright Way Club consists of students who develop leadership skills and promote a positive school climate through presentations on friendship, anti-bullying, and caring and kindness. The Wright Way Club also educates fellow students on charitable activities locally and globally. Our Leaders in Learning and the Student Council create enthusiasm for scholarship, commitment to service and leadership opportunities.

Based on Social Emotional Learning Standards, our motto is "The Wright Way," which encourages students to be respectful, responsible, and positive. Our new Wright Way Express, a letter-writing campaign designed to encourage positive dialogue between students, teachers and staff members, reinforces "The Wright Way" tenets. Featured activities, such as Red Ribbon Week, Operation Snowflake, and all-school social emotional learning lessons also promote the core of our Social Emotional Learning Standards. These activities help students develop self-awareness, maintain positive relationships, and demonstrate good decision-making skills.

2. Engaging Families and Community:

The environment of Daniel Wright is one that promotes both academic and social emotional growth through diverse programming. Students have the opportunity to work on various academic clubs from Science Olympiad to Battle of the Books. Other opportunities include fine arts clubs and numerous athletic teams. Students who participate in extracurricular teams and in clubs are highly successful and are often award-winning. Many of our clubs compete nationally and are very successful due to our highly motivated student population. Through our extracurricular programs, Daniel Wright staff is able to focus on helping students contribute to the well-being of the school and community.

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3. **Creating Professional Culture:**

As part of District 103, Daniel Wright is committed to providing a positive culture and climate that supports the academic, social, emotional and health needs of all students. We respect and value academic and non-academic growth. Each school year we identify and prioritize action plan goals that incorporate the district's vision, mission, core values and strategic planning direction to focus professional development. The Vision 2025 plan and the defined Portrait of a Graduate serve as the framework through which our school ensures the academic success of each student.

Professional development for Daniel Wright teachers is focused on providing opportunities to reflect on practice, improve instruction, and create a collegial learning environment. The district provides multiple opportunities for professional development including four district-wide professional development days, two late-arrival mornings, release days throughout the year focused on new district initiatives, paid summer workshops, and job-embedded training through the support of technology coaches.

The process of creating professional development opportunities begins by administering a needs assessment survey to all certified staff members. After the Building Leadership Team (BLT), which is comprised of building administrators and teachers, reviews the survey results and summative student assessment data, a four-year professional development plan is created. The BLT meets once a month and the needs assessment is administered at the end of each year to monitor progress towards the plan goals. Additionally, after each professional development opportunity, a feedback survey for the event is distributed. The most recent plan incorporates the philosophical underpinnings of standards-based grading, common language and practice within content areas, purposeful collaboration, and the development of social-emotional supports focused on ensuring continued high academic achievement and emotional health.

In addition to the four-year plan, certified staff members have the opportunity to personalize their professional development through the use of late arrival workshops, summer curriculum workshops, attendance at local, regional or national conferences and meeting with technology coaches. Late arrival workshops have been implemented for the purpose of collaborative meeting time. On these mornings, certified staff members determine their greatest priority needs, for example meeting with a technology coach to explore a new app or teaching technique, explore a new concept with their content team or meet with an interventionist to better understand how to meet the needs of a particular child or group of children. Certified staff members also have the opportunity to apply for summer workshop stipends to either work with content teams on curriculum and assessment goals or facilitate professional development opportunities aligned with building and district goals. In addition, the technology coach role is grounded in inquiry and reflection, a collaborative process that creates the culture for a shared learning community to be developed in the school. Objectives for the coaching sessions are connected to teachers' ongoing work with their students.

4. **School Leadership:**

While Daniel Wright has one principal and two assistant principals, leadership is a collaborative effort between administration, staff, parents, students, and the community.

The administrative team serves as educational leaders in the building by fostering a school culture that maximizes learning for all students through effective data-driven and collaborative decision making. Daily, the administrative team works collaboratively with teachers on enhancing teaching practice through a comprehensive supervision process. Additionally, one assistant principal oversees pupil services and the other assistant principal oversees assessment and accountability.

The strength of the building's leadership is the belief that professionals working together in concert produce cumulative effects on student learning. Therefore, there are multiple avenues through which all staff can participate in decision making. Daily, professional learning communities assemble to advance academic and social emotional goals for all students. Department leaders ensure that all staff, certified and non-certified, are current on best practices within their field and that the enacted curriculum aligns to best practices. Grade level leaders facilitate weekly collaboration and collect input for the building leadership team meetings.

Additionally, every staff member serves on at least one district-level curriculum committee.

The building leadership team (BLT) consists of staff members from all departments and grade levels. The main priority of the team is to support the development, implementation and monitoring of the school improvement plan. After collaborating with all staff members, the team works to establish instructional, logistical and safety priorities that advance the articulated goals of the improvement plan. This supports the BLT's assumption that selecting the right work requires the implementation of collaborative structures and processes for aligning shared responsibility, expectations and accountability across the school.

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

Student leadership groups such as our Wright Way Club, Free to Be, Leaders in Learning, Student Council and the Principal's Advisory Council on Equity, Diversity and Inclusivity help to organize fund-raisers, presentations, assemblies, recycling efforts, and community service projects that reflect the sense of community that makes Daniel Wright special.

5. **Culturally Responsive Teaching and Learning:**

The district's strategic planning process includes a significant emphasis on creating an environment of equity, cultural awareness, and respect. One specific goal is to "Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities." The outcome associated with this goal is for students to understand feelings, values, thoughts, and behaviors in order to manage one's behavior while valuing others.

As current events occur that may impact our students, resources are curated and shared with teachers from the Curriculum and Instruction Department along with guides on how to discuss sensitive topics with students. To provide consistency and unbiased information, the district purchases a subscription to NewsELA. The information provided through this subscription is leveled to different reader's abilities and is written from a non-partisan perspective.

Since 2017 the district 103 superintendent has facilitated a Superintendent's Advisory Council for Equitable Education (SACEE). The purpose of the committee is to include a diverse parent perspective to help guide the district in fostering a more inclusive D103 community. The committee has been instrumental in identifying needs across the district to bring more inclusivity and equitable opportunities for students such as identifying significant holidays that community members celebrate, establishing a homework policy for students who celebrate holidays during the school year and bringing cultural awareness to all significant holidays that our community celebrates.

Daniel Wright hosts an Annual Family Diversity Night which offers the opportunity for parents, students, and staff to come together and celebrate the uniqueness of our learning community. By sharing our stories, we are strengthening the fabric of our community that supports every Daniel Wright student's success, both in learning and in life.

Students share their voice and perspective to support equitable and diverse experiences through several school sponsored clubs. The Principal Advisory Council on Equity, Inclusivity and Diversity, allows an opportunity for students to advise building leadership on equity issues from the student lens. The feedback from students is used to guide educational practices and experiences for the entire school community. Additionally, the Wright Way, Student Service Club, and Student Council focuses on community outreach and awareness of our local community needs and provides opportunities for students to create meaningful community outreach programs to benefit our local and global communities. While the Free To Be - LGBTQ Club, provides personal support and community advocacy of events and issues surrounding LGBTQ culture. This club promotes the education of students and staff to decrease bullying and increase acceptance of people identifying as LGBTQ.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Daniel Wright Junior High implements a full standards-based grading (SBG) and reporting system across all grade levels and content areas. The impetus behind SBG implementation was based on the research of John Hattie (2009), indicating that high quality formative assessment and feedback that is directly related to specific standards for learning have a powerful impact on student learning, showing an effect size on standardized tests that exceeds the impact of most known educational interventions.

Instead of offering a general overall indicator of performance, standards-based reporting provides teachers, parents and students with detailed information on individual performance so that improvement and enrichment efforts can be more targeted and effective. Furthermore, standards-based grading helps students and teachers think about thinking. Students develop an awareness of what they are doing, where they are going and how they are going there; they know what to do when they do not know what to do.

One of the critical attributes of a properly implemented standards-based grading and assessment program is its potential to create students, and teachers, who are learning to learn. According to John Hattie (2012), " When students become their own teachers, they exhibit self-regulatory attributes such as self-monitoring, self-evaluation, self-assessment and self-teaching." These learner attributes are specifically articulated in the district's Vision 2025 planning and are displayed as a core set of competencies identified as the "Portrait of a Graduate". The competencies do not center on academic achievement, rather they center on learner behaviors that align to the 21st century skills we hope to develop in students. Our standards-based grading model provides a framework in which teachers can effectively give students feedback and in turn the students can learn how to use the feedback in ways that develop their learner attributes.

Daniel Wright students overcame the burdens of the pandemic and learning loss was significantly less than what was witnessed in schools across the state and the country. Our success during the pandemic was attributed to the dedication, innovation and commitment of the staff as well as the students' pre-pandemic experiences with standards-based grading as it provided the training for remote learning. By having learned the skills of self-assessment, self-monitoring and self-directed learning they were effective stewards of their own learning.