

U.S. Department of Education
2023 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 Mr. Greg Minter
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prospect High School
(As it should appear in the official records)

School Mailing Address 801 West Kensington Road
(If address is P.O. Box, also include street address.)

City Mt Prospect State IL Zip Code+4 (9 digits total) 60056-1112

County Cook County

Telephone (847) 718-5200 Fax (847) 718-5216

Web site/URL https://www.d214.org/phs E-mail greg.minter@d214.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Scott Rowe E-mail scott.rowe@d214.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Township High School District 214 Tel. (847) 718-7600

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Alva Kreutzer
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 7 K-12 schools
 - 7 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)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	536
10	563
11	544
12 or higher	538
Total Students	2181

*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
 - 8 % Asian
 - 1 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 4 % 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 2021 - 2022 school year: 4%

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 <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	64
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	90
(4) Total number of students in the school as of October 1, 2021	2186
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Albanian, Gheg, Tosk, Bemba, Bosnian, Cantonese, Farsi, Gujarati, Hungarian, Italian, Krio, Mayalam, Nepali, Phillipino, Polish, Russian, Serbian, Tamil, Turkish, Ukrainian, Vietnamese

English Language Learners (ELL) in the school: 4 %

93 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 319

8. Students receiving special education services with an IEP: 9 %
Total number of students served 207

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>39</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>62</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>90</u> Specific Learning Disability
<u>33</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>7</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 13 %
Total number of students served: 279

10. Number of years the principal has been in the position at this school: 5

11. 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	11
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	89
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	29
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

12. 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 15:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	97%	96%	94%
High school graduation rate	97%	96%	96%	97%	96%

14. **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 2022.

Post-Secondary Status	
Graduating class size	542
Enrolled in a 4-year college or university	74%
Enrolled in a community college	21%
Enrolled in career/technical training program	3%
Found employment	1%
Joined the military or other public service	1%
Other	0%

15. 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. 1993

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

At Prospect High School, we strive to cultivate a safe learning environment for all staff and students with access and opportunity to reach their full potential as lifelong learners by developing their curiosity, critical thinking, interpersonal skills, and resilience.

17. Provide a URL link to the school's nondiscrimination policy.

https://boardpolicyonline.com/?b=township_hs_214

18. **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

You can sum up Prospect High School in just three words: belonging, challenge, and joy. We fundamentally believe that students must experience all three in order to develop their full potential academically, physically, emotionally, socially, and culturally. And we've adopted all three into a philosophy embraced in the Prospect community as #EveryKnight. Named in honor of our school mascot, #EveryKnight represents the Prospect commitment to a welcoming, team-building, inclusive culture for students and staff alike.

Located 25 miles northwest of downtown Chicago, Prospect High School serves the communities of Mount Prospect and Arlington Heights. Prospect students are predominantly white, but that's not the entire story. Our community is home to a significant population of Eastern European families. The second language most commonly spoken at home by our students is Polish, and many more speak Bulgarian, Romanian, Ukrainian, and Russian. In total, there are 40 different languages spoken at home by Prospect students. That number is likely to grow as our demographics change with a significant increase in Latino students.

Prospect believes that it is important to invite students in, rather than assume that they feel comfortable joining a new activity—or a new school. So we work to foster a sense of belonging before they even begin freshman year. The staff and administration host eighth-graders at events such as Electives Night and Activities Night, getting to know them and answering questions. We train staff members to hold get-to-know-you, team-building, and culture-building activities in their classrooms throughout the school year. And we conduct significant school-wide outreach to get students involved in activities and athletics programs.

Beyond making sure students feel invited and welcomed, we want to ensure they feel safe. By offering groups that cater to specific needs and identities ranging from transfer students to the LGBTQIA+ community, we further encourage student belonging and offer the support to reach their full potential. A licensed staff member facilitates each group.

#EveryKnight extends beyond our student and staff population. Prospect enjoys tremendous parent and community support, giving the school a small-town high school feel in which the school is the focus of the community. Alumni return to the community to give their own children a “Prospect experience,” and many staff members are alumni as well. Wander Mount Prospect and Arlington Heights, and you're sure to spot Prospect pride: neighbors wearing Knights gear, businesses and front yards dotted with school signs, and packed athletic events.

We strongly encourage Prospect students to challenge themselves academically, and give them ample opportunities to do so. As a result, nearly every graduating student has taken an AP course or dual-credit college class. We help students begin thinking about post-secondary options and introduce them to career pathways to spark their engagement and development. Students are able to explore potential areas of interest and in some cases earn college credit or certifications. For some students, these opportunities are significant motivators and allow them to flourish in areas where they have a great deal of interest and passion. Prospect also has a dedicated counselor who works very closely with our first-generation college bound students and families to ensure they have the supports needed to fully access college and university opportunities.

Several of our programs are uniquely Prospect: Knights Way is a yearly program where student leaders push into classes and work with peers to foster a safe environment dedicated to pride, respect, and educational excellence. Each year, student leaders develop areas of focus, write a curriculum, and train one another to deliver the programming. This program has been in place for more than 20 years, which speaks to its impact and effect.

Prospect also boasts a student spirit club, The Underground or U for short, and every Prospect student is automatically a member. Each year, all freshmen receive T-shirts and are encouraged to begin attending events with upperclassmen. So, at many Friday night football games, more than half the student population is in attendance and cheering wildly. Since the Illinois High School Association began recognizing student

spirit groups in 2015, Prospect has won twice and been named runner-up several more times. Our students are very passionate about The U.

Prospect High School was last recognized as a Blue Ribbon School in 1993. Being recognized again on the thirty year anniversary would be celebrated with a great deal of pomp and circumstance by Prospect High School, Township High School District 214, and the Prospect community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Prospect High School English Department combines skill acquisition with content that reflects a thematic approach to cultural issues and essential questions for society.

We develop curriculum through professional learning communities (PLCs) and ongoing professional development, addressing standards, and assessing and adjusting curriculum and instruction as students' needs change.

Our core classes are Written and Oral Communication, World Literature and Composition, and American Literature and Composition. Students in these classes focus on an aligned curriculum that addresses vocabulary, grammar, punctuation, essay writing, reading and analysis on fiction, non-fiction and media based texts. Instructors address themes such as identity, gender, and the American Dream. We moved from traditional literary content to a focus on DEI (diversity, equity, and inclusion), which better prepares our students for the environments they will experience as adults. It provides opportunities for them to evaluate fiction, non-fiction, and media-based information with a critical lens where they assess the tone, bias, purpose, propaganda, and persuasiveness of both academic content and information intended for public consumption.

Classroom instruction includes a variety of modes and a focus on inquiry-based and project-based learning:

After we assess students' prior knowledge, we focus direct instruction on skill introduction and foundational knowledge.

Inquiry-based learning focuses on individual and small group research on literary works as well as history and culture that provide the background for the literary text.

Project-based learning requires students to produce artifacts, presentations, and outcomes that provide context to the direct instruction. This encourages students to problem solve and use critical thinking skills to express ideas and synthesized comprehension.

Formative assessment includes journaling and group discussion, supported by technology-based learning that helps students acquire both skills in a 1:1 iPad environment.

Summative assessment combines information and skills learned during short units and projects. This allows students to demonstrate comprehensive understanding and teachers to evaluate student proficiency in reading comprehension, writing proficiency, and oral communication. We use both traditional forms of assessment such as standardized and Advanced Placement testing, but also conduct semester-long reflections and meta-cognitive assessments that permit student-centered demonstration of skills, content knowledge, and critical thinking.

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

Prospect High School Math Department is more than your typical core content department; our instructors believe in both the importance of content and the idea of the whole child. Our math instructors understand that participating in the school community is essential, and they daily coach teams and supervise events, being visible and supportive for all students.

The Prospect High School Math Department focuses on both skill acquisition and problem solving through a variety of mathematics topics. Students not only learn math processes and skills, but also skills essential to their post-secondary plans. Varied instruction allows students to work individually, with partners, and in

small groups. Math instruction also includes the use of a variety of different technologies students stay up to date and better prepared for future courses and careers.

Our students not only learn math, but also the importance of math in their future. Teachers include real-world examples to help students understand how they'll use math in day-to-day life. All Prospect High School math Instructors use equitable grading practices that focus on the importance of mastery while respecting the differences between students and the time they may need to achieve mastery. Formative assessments help guide instruction and set pacing that works for all students in the classroom. Summative assessments gauge students' skill and content mastery before they move on to further course work.

Prospect High School offers a wide range of math courses to help meet the needs of all students: Algebra; Geometry; Honors Geometry; Algebra II; Honors Algebra II; Honors Algebra II/PreCalculus; PreCalculus; Honors PreCalculus; Honors PreCalculus/Calc A; AP Calculus AB; AP Calculus BC; Data Modeling; Math Application; College Math: A Human Endeavor; College Algebra; College Statistics; AP Statistics; and College Calculus 3/Differential Equations.

Some of these courses are dual-credit, offered in partnership with Eastern Illinois University, and others offer early college credit with AP testing through the College Board. In every course, students focus on mathematics content and standards along with the standards for mathematical practice. Regardless of a student's entry point to mathematics, we work diligently to provide each student with the preparedness and opportunity to earn early college credit (dual-credit or AP course work) or transitions credit for their post-secondary plans.

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

The goal of Prospect High School's Science Department is to help students find a passion for science, learn how science impacts their everyday lives, and grow essential skills in critical thinking, problem solving, and group work.

We focus on all three standards categories highlighted in the Next Generation Science Standards: Core Ideas, Practice, and Crosscutting. Equally important to science content and traditional standards are science skills, as students learn both science standards and how scientists work. Our science instructors work extremely hard to get their "scientists" engaged and up and active as often as possible in class. We utilize equitable grading practices including a variety of ways for students to show mastery, as well as both formative and summative assessments that let students focus on growth throughout their courses.

To meet the needs of all students, we offer different rigor levels (regular, honors, and AP) for Biology, Chemistry, and Physics. AP Environmental Science is also a popular course among upperclassmen. For students with a more specialized science passion, the science department offers a variety of semesterized electives. Courses like Oceanography, Zoology, Human Physiology, and Advanced Space Science let upperclassmen explore more specific areas of interest.

All core science courses (Biology, Chemistry, and Physics) are lab-based and offer meaningful, hands-on experience. Other electives are not considered lab-based but consistently engage students through activities that bring the science to life. Prospect High School science instructors also teach classes in the Health Science career pathway which includes Anatomy and Physiology and Medical Terminology.

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

We address learning standards in social science curricula by providing students with a comprehensive understanding of the main topics and historical events essential to the development of the United States and its place in the world. Prospect takes this particular approach to ensure that students understand the concepts and facts of the subject matter and have the opportunity to apply those concepts to the world around them.

Teachers include DEI (diversity, equity, and inclusion) in their curriculum by incorporating lessons that explore different perspectives, cultures, and histories. These efforts create a more inclusive and equitable

learning environment.

We include direct instruction, project-based learning, and student-centered inquiry in our classrooms.

* In direct instruction, the teacher presents key concepts, facts, and information in a systematic, organized way.

* In project-based learning, students work together to complete a project that applies knowledge gained from the course.

* Student-centered inquiry involves the students researching a topic and exploring the various perspectives associated with it.

Formative and summative assessments are used to analyze and improve student and school performance. Formative assessments such as quizzes, reflection and group discussion help assess students' understanding of the material on a regular basis. Summative assessments such as essays, projects, and tests are used at the end of the school year to assess students' understanding of the material. We gather and analyze the data from assessments to determine the effectiveness of the instruction and provide the school with a better understanding of student performance.

1e. For schools that serve grades 7-12:

The Prospect High School English Department offers dual-credit opportunities in College Composition and College Speech in partnership with William Rainey Harper Community College. Twelfth grade students can engage in college-level coursework that is rigorous and supports academic skills such as writing, analysis, reading comprehension, outlining, time management, and public speaking.

The Math Department offers transition credit in conjunction with William Rainey Harper College, dual-credit opportunities in College Algebra, College Statistics, College Math: A Human Endeavor, College Calc 3/College Differential Equation in partnership with Eastern Illinois University, and AP courses in Calculus (AB and BC) and Statistics.

The Prospect High School Science Department offers AP course work in Biology, Chemistry, and Physics. In conjunction with the Career and Technical Education department we also offer a Medical Terminology course that students can take to earn college credit through William Rainey Harper College. We also partner with William Rainey Harper College on a yearlong College Nursing Assistant(CNA) course that gives students the background knowledge and clinical experience needed to test and apply for a CNA license.

The Prospect High School Career and Technical Education Department offers a variety of dual-credit opportunities. Within the Business sequence, we have dual-credit in College Business, College Entrepreneurship, and College Accounting with National Louis University. The Applied Technology sequence offers dual-credit in our Automotive courses with Triton College, where students achieve the Automotive Excellence Certification. Students can also achieve National Institute for Metalworking Skills certification within our Computer Integrated Manufacturing course.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Fine Arts Department supports students' interests in art, music, and theater.

Students in the art program gain a foundation in 2D and 3D art by enrolling in either Art I or Introduction to 3D Art, after which they are eligible to take courses such as Advanced 2D and 3D, photography, studio, and AP art courses. Students begin with Art I, a full year course that provides the foundation for later coursework in drawing, painting, sculpture, mixed media and photography. Students have the opportunity to explore foundations in ceramics, metalcraft and fused glass, as well as capstone courses such as AP studio art.

The music department offers marching band, concert band, orchestra, jazz band, percussion, treble and mixed choir, and vocal ensembles that include madrigals and acapella. Two levels of guitar classes are offered, as well as a music production class that offers experience in the technical aspects of creating and mixing music on a laptop, using software specifically designed for the music industry.

Theater is offered to all four grade levels through Acting classes, where students explore improvisation, musical theater, scene study, and technical theater components. Productions are performed every season, which includes a district-wide musical in the summer.

2b. Physical education/health/nutrition

Prospect High School's Sophomore students engage in semester-based Health curriculum that provides real-world applications to physiology and as well as social-emotional awareness. The program guides students to shape personal values and beliefs that help them make healthy life choices, while project-based learning gives them clear targets and objectives. From learning cardiopulmonary resuscitation to human sexuality, students gain greater understanding of their world and how to navigate through it.

PE offers a range of opportunities. There are four different paths that students can choose: General PE, Dance, Strength and Conditioning, and Health Care. General PE is based on daily choice based activities. The Strength and Conditioning pathway provides opportunities for students to learn advanced fundamentals in the weight room and ultimately earn college credit as a senior in a dual credit course. Students can also earn American Council of Exercise Personal Trainer certification through a Personal Training course. Students in Dance gain skills, strength, and flexibility through a progression of courses. Students in Health Care begin with a hybrid course, Exercise Physiology, which incorporates PE and classroom based instruction focusing on the study of exercise and physiology.

2c. Foreign language(s), if offered (if not offered, leave blank)

Prospect High School offers World Language programs in French, Italian and Spanish for students in grades 9-12. All three programs include the same grading and retake assessment policies to ensure consistency, and all provide students with the essential skills and knowledge needed to understand and use the language. Teaching focuses on language production and the programs strive to meet American Counsel on the Teaching of Foreign Language (ACTFL) standards.

Each language program is designed to not only focus on the acquisition of language, but also on cultural learning. Students learn the traditions, music, and art of the countries where their language of study originated. All language programs include Musical Mania, which exposes students to current popular songs in the language. There are also extracurricular language clubs where students can practice speaking their language while socializing and bonding with other students.

Prospect also provides students with the opportunity to participate in language exchanges in Sèvres, France; Barcelona, Spain; and Verona, Italy. These exchanges allow students to experience the language, culture and people firsthand and further their understanding of its culture.

2d. Technology/library/media

The Prospect High School English and Fine Arts Department is very proud to provide an innovative multimedia pathway where students can learn print, podcast, broadcast, photojournalism, and live casting. Students have the opportunity to collaborate with peers and instructors to gather, edit, write, produce, and publish newspapers, podcasts, broadcast of Prospect High School football games and other athletics for the Prospect High School community. Advancing students can gain dual credit in a college-level Introduction to Mass Communications course, jumpstarting university studies in journalism and broadcasting.

In our Career and Technical Education department, we offer courses in Applied Technology, Business Education, Computer Science, Education, Family Consumer Science, and Graphic Arts. These courses are available to all grade levels, and through our coursework, students learn essential skills and use technology such as 3D printers, gain industry certifications, and engage in future job contexts. In all of our CTE courses, students have the opportunity to have hands-on experience working with an authentic audience. For example, students in the Education pathway become pre-student teachers and participate in observing teachers in the building and work their way up to student teaching in the elementary schools that feed into our high school during the capstone course.

2e. Any other interesting or innovative curriculum programs you would like to share

One of Prospect's most innovative curriculums is a partnership with Lewis University. Students can start their high school careers with this coursework, which they take at the high school. They can learn Project Lead the Way-Aerospace or Auto Systems, then progress to our Aviation Academy to achieve dual credit. By the end of their coursework, they could achieve up to seven dual-credit hours and either Ground Pilot School or Aviation Mechanics.

Another popular and successful program is our Health Science Pathway, specifically our College Nursing Assistant class. This dual-credit course is offered by District 214 in collaboration with William Rainey Harper College. Students not only complete classwork and labs in class, but they can also earn CPR certification and complete the necessary clinical hours required by the state for a CNA license. Many students go on to obtain jobs as CNAs or build their resumes for future careers in healthcare.

3. Academic Supports

3a. Students performing below grade level:

Prospect High School tailors instruction, interventions, and assessments to meet the diverse needs of various student populations. When our Student Services team identifies a student falling below grade level during a weekly Solution Finding Team meeting, the team considers a continuum of interventions to support that student.

The first tier of intervention is through a program called Every Knight Achieves. This is a supported study hall where students who are earning multiple Ds or Fs, or are behind in their coursework, learn executive functioning skills, complete missing assignments, and get tutoring help. Teachers in every content area are also available to meet with students. Our Retake Center gives students another opportunity to improve their performance, letting them retake their assessments to improve content mastery. This center is open to students during their free period, before school, and after school.

A second tier of support is our Guided Study program, where a teacher provides a specific curriculum related to executive functioning, personal goals, and self-advocacy. Teachers also push in from different content areas to provide additional academic support. A Reading Lab course is also available to students who are scoring significantly below grade level. The lab takes a research-based approach to measure a baseline, and then an online curriculum provides remediation and skill development.

The third tier of support includes more significant interventions, including counselors or specialists, that students can access through Student Services.

Throughout the intervention process, the Solution Finding Team continues to review and make

recommendations. Students may also be referred for a comprehensive case study evaluation to determine any entitlements through ADA or IDEA.

3b. Students performing above grade level:

Prospect offers many AP and honors courses and activities for students performing above grade level.

In English, we offer Honors Written and Oral Communication, Honors World Literature and Composition, AP English Language, AP English Literature, and AP Seminar.

Our advanced Math courses include Honors Geometry, Honors Algebra II, Honors Pre-Calc, AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science A, AP Computer Science Principles.

In World Languages, we offer honors-level and AP level classes in Italian, Spanish, and French. We also offer an exchange program for students who meet the required GPA to visit Italy, France, and Spain and to host exchange students from those countries.

In Social Studies, we offer, Honors Human Geography, Honors World History, AP US History, AP Economics, AP European History, AP Macroeconomics, AP Microeconomics, AP Psychology, and AP US Government.

Science includes Honors Biology, Honors Chemistry, Honors Physics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, and AP Physics C.

In Art, we offer, AP Studio Art 2D Design, and AP Studio Art Drawing.

Our dual-credit offerings include College Algebra, College Composition, College World Religions, College Business, College Entrepreneurship, College Math Human Endeavor, College Cybersecurity, College Managerial Accounting, College Speech Communication and College Differential Equations.

Students can use their skills to assist other students through peer tutoring requested by students, or through our “rent-a-tutor” program where teachers can request student leaders for their lesson.

National Honor Society membership is also open to students who have a GPA of 3.8 or higher. And through our partnership with the district, students can apply to apprenticeship and internship programs, as well as apply for early college credit.

3c. Students with disabilities:

In a comprehensive high school setting, a student’s individualized education program (IEP) team determines the appropriate level of support and services based on the student’s individual needs and goals. Prospect High School provides a full continuum of services that support the academic, social, emotional, and behavioral needs of students with disabilities. Our goal is for our students in special education to learn, engage with peers with and without disabilities, and build their confidence. Special education teachers and related service providers offer direct support and consultation so that general education teachers can include students of all abilities in their classrooms.

Students with disabilities receive specialized instruction that includes academic support, remediation, accommodations, and/or modifications to the general education curriculum. Students also receive classroom support services through co-teaching, special education teacher support, and instructional assistant support.

Staff take a variety of approaches to instruction to help students achieve their full potential, including Universal Design for Learning, differentiated instruction, Positive Behavior Interventions and Supports, Multi-Tiered Systems of Support, and collaborative teaching.

Teachers also differentiate instruction to meet unique learning needs and challenges. Although some

students with disabilities struggle to access the curriculum in the same way as their peers, these differentiated approaches encourage them to engage with materials that are appropriately challenging and interesting.

Prospect provides more intensive and individualized support to students with significant disabilities, and spec specialized programs, such as a self-contained classroom, for students who need them.

Students have access to support for transition services that help them graduate with a plan for post-secondary education or employment. Transition services can help them find vocational training, job coaching, or college preparation.

3d. English Language Learners:

Guided Study, Reading Lab, monitor grades, progress, all on one roster. Advocate for additional support. BPAC. EL Field Trip. IEP meetings for dually identified. PD for resources available - student voice. EL counselor. EL articulation with feeder schools for incoming freshmen.

Prospect has a variety of supports in place to support our diverse EL students. An EL teacher monitors the grades of all EL students, helping to identify what additional supports are needed, such as adding the student to Guided Study or helping general education teachers modify assignments or assessments. Our EL teacher also serves as the point of contact if general education teachers need answers or support for EL students.

We support incoming EL students with EL articulation meetings between our API and administrators from the middle school feeder schools. These conversations share what EL looks like at Prospect and what supports are available.

EL students may gain academic support through Guided Study or Reading Lab. In Guided Study, students work with a certified EL teacher and two EL instructional assistants to receive additional support in their courses. They also build their executive functioning skills through monthly SMART goals, daily progress checks, daily goal setting, and grade checks. Reading Lab is a ninth-grade class that builds on students' reading and comprehension skills.

To support our dually identified EL and SPED students, our EL teacher attends all of the student's IEP meetings and works closely with case managers and SPED teachers.

Our Bilingual Parent Advisory Committee (BPAC) offers additional support to our Latino families – our EL teacher is Prospect's BPAC representative. BPAC informs parents about what is happening in their children's school and holds council meetings where parents can share concerns. BPAC representatives bring those concerns to school administration so solutions can be found.

At Prospect, we want all students to feel valued and supported., and we work to create opportunities for our EL students to feel empowered. Recent professional development sessions for all staff included video testimony from our EL students that demonstrate the impact and importance of the EL program. Student voice is amplified and valued here—in every language it speaks.

3e. Other populations, if a special program or intervention is offered:

Students with identified academic, social, and emotional needs find support from Prospect's ACE program, named for the pillars of Attitude, Character, and Empowerment. The program's mission is to integrate students into the least restrictive environments through building positive relationships that foster development of self-esteem, motivation, and mindfulness in a safe, supportive, and academically challenging way.

Students in ACE learn emotional regulation and life skills through conversations about resilience, empathetic thinking, self-advocacy, applying for jobs, building resumes, interview preparation, and

modeling appropriate behavior. We help students create a specific post-secondary plan that may include college applications, career exploration, and job searches.

Supports embedded within the program include a safe, understanding, smaller environment that develops the whole child; clear and consistent expectations for behavior inside and outside the classroom to promote reintegration, including respect of self, peers, and staff, direct, specific feedback from staff, consistent access to counseling and social work staff, collaboration regarding curriculum with mainstream teachers with the goal of reintegration, and multi-tiered approaches to teaching to encourage engagement in learning

By focusing on developing healthy social-emotional habits, students can better access the curriculum and find success.

Students can also participate in Prospect's URise program, gaining inclusion opportunities while acquiring functional academic, life, transition, and post-secondary skills in an instructional environment. The URise mission is to promote an independent future with a focus on resilience, independence, success, and empowerment. The program supports students in reaching their highest individual levels of independence through instruction in academics, daily living, vocation, communication, community, and executive functioning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We are strongly committed to fully including, engaging, and empowering every Prospect High School Student—or, as we phrase it, #EveryKnight. The hashtag can be seen on walls, fences, and T-shirts, but #EveryKnight is more than that. It's our dedication to showing students that every one of them matters. It's the compass that guides all of our decisions throughout the year.

We intentionally shape an inclusive culture beginning the first week of school, with a goal that all Knights see themselves as crucial characters in our collective story. First-year students take part in the full-day immersive experience 1Prospect, where they learn #EveryKnight culture from students and staff, then create their own class identity.

We celebrate individual identities throughout the year with a variety of affinity spaces and multicultural groups. These groups participate in the annual #EveryKnight Multicultural Fair, where students share their diverse food, language, and traditions with classmates. Our World Language students can participate in international exchange trips with students from France, Italy, and Spain. Over spring break, Prospect students reunite with exchange students in Europe, where they visit the Louvre, the Sagrada Familia, and the canals of Venice.

Engaging students and building a sense of belonging is at the heart of Prospect's co-curricular programs. We offer 90 unique opportunities for students to participate in the arts, athletics, and more, helping them connect with each other through shared passions and interests.

Beyond celebrating athletic wins or artistic talent, we truly embrace the life skills learned through our co-curricular opportunities. In the Everyday Leadership Inspired Through Example (E.L.I.T.E.) program, Prospect students of any age and skill can be recognized for embodying the values of sportsmanship, leadership, academics, selflessness, character, and loyalty—the pillars of every Prospect program.

We empower #EveryKnight to make positive change through Prospect Gives Back Day, the annual community service blitz where students perform more than 1,000 hours of community service, embracing the power of selflessness and giving time.

Students prepare to be the next generation of leaders by taking part in career-based activities such as competing in the career and technical student organization DECA, building high-mileage vehicles with Auto Club, or participating in an internship.

#EveryKnight is not just what we say, but how we live. Every day.

2. Engaging Families and Community:

The sense of belonging integral to the spirit of #EveryKnight is also key to supporting our students' success. We actively partner with family and community members, providing structure, connection, and resources throughout students' time at Prospect High School.

Incoming students and their parents first experience this at a Freshman Career Pathway and Electives Night, an evening at Prospect where they can meet our team and learn about curriculum and programming for first-year students. Similarly, the Freshman Arts, Activities, and Athletics Fair allows students to explore the extensive extracurricular opportunities that Prospect has to offer.

We help students maximize learning opportunities thanks to the universities that partner with our district. Students have access to more than 60 dual-credit courses from colleges including Arizona State University, Harper College, National Louis University, and Northeastern Illinois University. Students simultaneously earn high school and college credit from these courses, getting a head start on higher education at an

affordable cost.

We employ a full-time Student Success Coach who partners with local employers to help students find internships and apprenticeships. The Student Success Coach conducts monthly check-ins with our apprentices, holds regular meetings with industry partners to uncover more opportunities for students, and ensures all students have equitable access to participate. The goal is for students to develop advanced skills while meeting specific employer needs. Many employers hire students full-time upon graduation and cover additional training and certification expenses.

We also support students and families when they need it most. Just this year, our Family Outreach Counselor has completed 80-plus home visits in an effort to improve attendance and engage our most vulnerable students and families. Additionally, counselors lead student groups that encourage students to make positive decisions, develop connections with others, and increase their capacity for learning.

Prospect partners with multiple community organizations that provide substance abuse prevention and recovery services. Through groups such as LinkTogether, Families and Adolescents in Recovery, The Goodman Grant, and Ascension Illinois Hospital Network, our students can receive counseling and drug and alcohol education to prevent substance abuse.

Prospect staff and families join to support other members of the school community through Prospect CARES (Compassion, Awareness & Respect for Every Story). Through ongoing financial gifts and donated gift cards and necessities, Prospect CARES helps families struggling with homelessness or making ends meet. The generosity of our school community has benefited hundreds of families and grown relationships with those who need them the most.

3. Creating Professional Culture:

Every Prospect High School staff member is also #EveryKnight, with a culture of professional development that has top-level support- and input from every staff level. Our teachers and staff strongly believe in the value of their work and foster a professional and positive culture. To the greatest extent possible, the entire staff is included in professional development: teachers, support staff, and administrators participate and learn together, then follow up by processing and working in mixed groups. Working together reinforces our sense of connection and our unity in working towards a common cause.

Staff members have significant input into their professional development activities and courses, routinely surveyed on what professional development they would find pertinent to their growth. Those who have subject matter expertise often lead professional development activities, which creates interdependent partnerships across all disciplines to support students and foster trusting relationships.

We support our staff members from the moment they join our team. We pair new employees with mentors—typically a veteran staff member within the same division or content area—who serve as a non-evaluative resource.

Two staff members serve as Teaching and Learning Facilitators (TLFs) who support teacher learning and growth through coaching, modeling, and organizing professional development activities. For example:

Prospect TLFs have received a good deal of training from Apple. They share this knowledge with teachers looking for ways to enhance their instruction. TLFs have organized groups of teachers to observe one another's classes and provide feedback. TLFs provide all new teachers with two years of focused coaching using Jim Knight's and Elena Aguilar's coaching models.

It's important to note that, like our mentors, the TLFs do not evaluate. So our teachers feel comfortable trying new technology or strategies in their classrooms.

At every step, Prospect High School teachers have the support and trust of their administration. Our leadership trusts staff members to do excellent work and provides the necessary training to make it happen.

They demonstrate that they value Prospect teachers by encouraging teachers to teach to their passions and embrace innovation. Our administration believes that teachers who have professional freedom are far more likely to lead engaging and inspiring classes. Two current examples include a new English humanities course, ROOTS, in which the students practice genealogy to learn how the humanities have shaped their family history, and a music workshop that is inclusive of non-traditional students who create digital beats using professional-quality resources.

Because the administration trusts the staff, our staff in turn trusts our administration. It's the kind of atmosphere that attracts and retains passionate educators and inspires them to do their best work.

4. School Leadership:

Prospect has 12 administrators whose areas of expertise and responsibilities may differ, but whose values are aligned. They share a common belief that their mission is to foster a positive culture for all students and staff while maintaining high expectations for academic achievement.

The principal serves as the building leader and is responsible for all aspects of the school while also serving as the liaison to district level leadership. The principal meets with the administrative team weekly to provide guidance on school matters while also informally checking in with each administrator during the week.

There are three Associate Principals. The Associate Principal for Student Services (APSS) leads the counseling team, psychologists, social workers, and nurse, and also supervises the Division Head for Special Education and the school's two Deans. The Associate Principal for Instruction (API) leads the Division Heads for Math and Science, Social Studies and World Languages, English and Fine Arts, Career and Technical Education, Driver's Ed, and PE. The Associate Principal for Athletics, Activities, and Operations (APAO) leads the Athletic Director and the Buildings and Grounds Supervisor.

After student health and safety, the Prospect leadership team prioritizes student achievement. The APSS, Deans, and Division Head for Special Education lead weekly MTSS meetings in Student Services to discuss student grades, attendance, and behavior, and then implement appropriate academic and behavioral interventions. The division heads also review teachers' grades and meet with teachers who are struggling to strategize appropriate student interventions.

Because so many students have struggled in the wake of COVID-19, the Prospect administrative team developed a guided study program called Every Knight Achieves (EKA). In this program, an administrator and several teachers work with small groups of students, tracking their progress and offering tutoring during the class period.

Finally, the administrative team and staff promote and recognize student achievement through Student of the Month gatherings, at all school assemblies, and with student-parent celebratory events. These public functions demonstrate expectations for academic achievement and reward students for their hard work.

5. Culturally Responsive Teaching and Learning:

#EveryKnight means everyone, and Prospect High School strives to ensure equity, cultural awareness, and respect for all staff and students so our school is a place of safety, belonging, and joy.

When we interview potential teachers, we include questions about their experiences and approaches to Diversity, Equity, and Inclusion (DEI). During classroom observations, we ask questions of teachers such as, "How will you hear from all voices in your class?" and "What strategies did you have in place to increase safety, belonging, and engagement for those students for those who displayed disengagement?"

Our staff attend book studies and workshops as part of their professional development. Teachers have studied books including Grading for Equity (Feldman), White Fragility (DiAngelo), and What if I Say the Wrong Thing (Myers)?, while instructional coaches have read Coaching for Equity (Aguilar) and Culturally Responsive Teaching and the Brain (Hammond). We hold workshops on racial consciousness, implicit bias,

and microaggressions. In the most recent workshop, the English Learner team shared that the number of EL students have increased drastically in the past few years, but so have supports including classroom visits, analyzing reading score data, and strategies for differentiation.

We have also expanded our DEI inventory for classroom texts, particularly in Social Studies and English. This year, when the freshmen English team read *Infinite Country*, a student shared this reflection with her teacher: “This is the first book where I feel like it really relates to me. It’s the most powerful book I’ve ever read.”

This year, our Professional Learning Community expanded SMART goals to SMARTIE goals: The I stands for Inclusion (How will you include historically marginalized people into process, activities, and decision making in a way that distributes power?) and the E stands for Equity (How does this address systemic inequity and promote access and achievement for all students?)

We foster inclusion and connection among staff and students across ethnicities and racial identities with after-school clubs and affinity spaces for students and staff alike. Staff mentors lead monthly lunches for Black boys, Black girls, Latino boys, Latina girls, and AAPI students. Since we implemented the group for Black boys, the belongingness data on the district student survey has increased exponentially. We also hold a quarterly BIPOC staff affinity gathering.

Throughout the school year, we also hold events like the student-run Multicultural Fair; its purpose is to celebrate the plethora of cultures that Prospect students represent. There are booths that represent racial and ethnic cultures (such as Turkey, Taiwan, and Ebony Club), and religious culture (Judaism). New this year, students hosted a booth representing the neurodivergent community.

And when conflict arises, we address it head-on. When we saw an increase in microaggressions toward BIPOC and transgender students last fall, we held a two-day assembly featuring Calvin Terrell, a human rights activist dedicated to healing historical traumas around race and motivating audiences to find their common kindness and humanity. We held separate sessions for staff, the student body, student leaders, Black students, and the community. Following these sessions, we held debriefing meetings with student leaders to brainstorm how we can sustain this message. Feedback was overwhelmingly positive: “[My son’s] takeaway was that we’re all part of the human race and that we all need to be kind to each other... This parent is very grateful for all the effort you put into getting this message across to a generation of kids who are growing up in a very divisive time in America.”

PART VI - STRATEGY FOR EXCELLENCE

The schoolwide practice that has been most instrumental in our success is embedding Social-Emotional Learning (SEL) activities into the curriculum. From remote learning during COVID, to hybrid learning, to now, Professional Learning Communities have made the most intentional effort in incorporating SEL questions and activities throughout their planning so that lessons are designed with equally high nurture and expectations.

Staff have had multiple professional development opportunities to brainstorm and collaborate on SEL, so it is implemented in classrooms in a variety of ways. Some teachers use welcome exercises to prime students' learning at the beginning of class with questions ranging from "What did you do this weekend?" to "What is the best lunch spot near school?" Some Science classes take attendance where students interact with the board. A question such as "Vanilla or chocolate?" will be on the board when students arrive. Each student will add a magnet with their name attached as their answer to the question. Teachers then have their class engage in conversations across the class or in small groups. Students have shared that such class-building activities make them want to come to class on time, and they have also shared that they learn best when the class is fun.

In addition to welcome exercises, teachers create opportunities for discussion and exploration around topics such as social justice and race. Our freshmen English classes create a portfolio of their learnings about race as a social construct, and journal to dive deeper into their own understanding of how they have been impacted by race and racism in our society. Prospect PLCs have worked hard at bringing awareness of this important concept to our school, which is predominantly white, while also caring for their BIPOC students in the class to ensure that they are feeling safe and not singled out during such conversations.

In our World Language department, PLCs assign roles for small group work while explicitly teaching the intricacies of teamwork—specifically the importance of interdependence. These PLCs, as well as the Career Technical Education and Education Pathway PLCs, tie in the larger purpose of how such social emotional skills are needed for success in higher education and the workforce.

In every discipline, PLCs have incorporated explicit SEL check-ins as well as an opportunity for students to expand upon their answers. Thanks to these simple check-ins, teachers have been able to identify when students need extra support and connect them with school counselors.

Incorporating SEL activities into the curriculum has increased student engagement, fostered discussion, provided opportunities for students to take a deeper dive into learning and self-reflection on specific topics, and helped us provide extra support to the students who need it. It is unquestionably the most significant factor in student success at Prospect High School.