

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 2019 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 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: 2014, 2015, 2016, 2017, or 2018.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 93 | 81 | 174 |
| 3 | 75 | 86 | 161 |
| 4 | 91 | 105 | 196 |
| 5 | 89 | 101 | 190 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 348 | 373 | 721 |

*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
 - 3 % Asian
 - 3 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year | 13 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 13 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 26 |
| (4) Total number of students in the school as of October 1, 2017 | 721 |
| (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. English Language Learners (ELL) in the school: 45 %
321 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian/Gheg(Kosovo/Macedon), Albanian/Tosk (Albania), Arabic, Bengali, Bulgarian, Croatian, Greek, Hindi, Ibo/Igbo, Ilonggo (Hiligaynon), Lithuanian, Malayalam, Panjabi (Punjabi), Pashto (Pusho), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Slovak, Spanish, Ukrainian, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 69 %
Total number students who qualify: 499

8. Students receiving special education services: 9 %
66 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. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>28</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 27 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 26 |
| 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. | 4 |

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 27:1

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

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 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 2018.

| 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 No

If yes, select the year in which your school received the award. 2012

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

Be the Best FOR the World.

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

PART III – SUMMARY

Glen Oaks Elementary School, a 2012 recipient of the prestigious National Blue Ribbon and a 2018 Exemplary designated school by the state of Illinois, is one of five schools in North Palos School District 117 (NPD 117). Located in Hickory Hills, Illinois, a suburb about 20 miles southwest of Chicago's Loop, Glen Oaks School has serviced NPD117 students since 1961. With numerous additions and renovations throughout its history, Glen Oaks School currently services grades 2 through 5 with an enrollment of approximately 700 students.

As reflected on the 2017-2018 Illinois Report Card, the diverse Glen Oaks School family includes a wide range of economic environments (62.3% of students were classified as Low Income) and cultural backgrounds (44.3% of students have a primary language other than English). The systematic approach to classroom instruction and intervention allows for each student to receive a learner-centered education that facilitates individual growth. The collaborative instructional structure allows many opportunities for students to thrive, thanks to the support of the highly qualified classroom teachers and specialists, which include four reading specialists, six special education specialists, one Arabic bilingual teacher, two Polish bilingual teachers, two Spanish bilingual teachers, two dedicated ESL teachers, numerous ESL certified general education teachers, and a full time teacher dedicated to the math enrichment track for grades 3-5. The students' well-rounded education also benefits greatly from the consistent leadership and support of the curriculum team leader, technology instruction coordinator, media specialist, art teacher, music teacher, physical education teachers, speech/language pathologist, social workers, school psychologist, OT/PT specialists, and well qualified support staff members.

The Glen Oaks "Panther Professors" work in tandem with families, children, and community members to foster a learning environment in which students' intellectual, social, and emotional development are interconnected and integrated into activities across the rigorous curriculum. The team takes great pride in fostering a strong sense of community and teamwork through the relationships that have been developed with stakeholders and all of the programs that are offered to students. ASSETS (After School Student Enrichment Teams), is an extended day literacy and math intervention program provided by certified teachers. Plan Time Tutoring provides targeted intervention during the school day in literacy and math. The Reading Intervention program is a targeted, specific intervention provided to students in literacy, either as a standalone program or an in-class intervention. Learning Links is an academic exploration club integrating the study of art and architecture with literacy, math, science and social studies. Rainbows is a support group for children going through painful transitions with death or divorce. The Ultimate Book Challenge is a schoolwide reading incentive program developed and maintained by the reading teachers. The Glen Oaks "Families of the Month" program highlights two families each month by displaying family memorabilia in the front entryway. Extracurricular Activities include open gym, student council, chorus/music club, drama club, Junior Great Books, and running club. Panther Protocol and Positive Behavioral Interventions and Supports (PBIS) are integrated across the school and involves the design and implementation of best practices with the goal of improving behavioral outcomes for all students. The emphasis is on teaching and encouraging prosocial behaviors. The Glen Oaks Parent Teacher Association (PTA) provides support for enrichment activities such as interactive family nights, field trips, and cultural arts programs. Community-based, in-school educational programs provided by the local police, fire, and library districts are also offered at Glen Oaks School.

Additionally, Glen Oaks School was a 2012 recipient of the National Blue Ribbon School award. The recognition from this award has helped Glen Oaks School attract and retain qualified staff members who are some of the most important assets to the success of the school. Staff members at Glen Oaks School are proud of this achievement, which has improved the climate and culture in the school by making them feel valued and respected. Community members and families are very proud of this achievement as well and continue to acknowledge this award when choosing the Glen Oaks community as their home.

Guided by the district-wide core values and in collaboration with the School Board, Administration, and stakeholders, the "Panther Professors" strive to provide the individualized support needed for each child to attain intellectual, social, and emotional growth and high levels of academic achievement. The Glen Oaks

staff truly embodies the North Palos School District 117 motto of "Investing in our Future, One Child at a Time."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Language Arts (ELA) curriculum at Glen Oaks Elementary school has been developed around the Partnership for Assessment of Readiness for College and Careers (PARCC) Model Content Framework with four to eight units of study. These units of study are centered around an essential understanding. Each unit reflects a balance between informational, literature, writing, and language standards. Students read rigorous texts that showcase these standards and promote critical thinking. All grade levels have common teacher-created formative and outcome assessments that highlight the standards taught during each unit. The students also engage in one genre study process piece and one on-demand writing task each quarter to demonstrate their increasing writing ability. Glen Oaks School also utilizes digital commenting to provide feedback by teachers and peers based on common rubrics. Additionally, inquiry lessons are incorporated into ELA classes to extend students' learning beyond the standards through engaging extension. ELA teachers have increased the use of digital formative assessments tools to identify areas of growth as well as mastery to aid in the individualization of instruction. Each classroom has 120 minutes dedicated to ELA instruction daily that reflects a balanced literacy framework.

1b. Mathematics:

The math curriculum at Glen Oaks Elementary School has been structured based on the Common Core State Standards. The curriculum reflects a scope and sequence that considers Task Types, Sub-Claims, and Mathematical Practices. The curriculum map focuses initial attention to major content standards, with emphasis on reasoning, application, and modeling throughout every unit. All grade levels have teacher-created common unit assessments and rubrics. Lessons are created to challenge students and invite them to apply their mathematical knowledge in real world situations. Each classroom designs instruction around a common framework which includes small group instruction, number talks, and modeling and reasoning tasks. Blended learning programs are utilized to provide instruction and reinforcement based on identified student needs. Technology plays a large role in determining students' mastery of material.

Glen Oaks School has an enrichment mathematics track for students identified as high-level learners called Fast Track. The Fast Track curriculum includes exposure to both on-level and above grade level content. Additionally, the Technology Instruction Coordinator shares applications with the Professional Learning Communities for teachers to gather formative assessment data that drive instruction and intervention in their classrooms.

1c. Science:

Glen Oaks School utilizes the FOSS Science curriculum, which is aligned to the Next Generation Science Standards (NGSS). All the domains of science, Life Science, Earth and Space Science, and Physical Science, are shared among all grade levels, where learning builds throughout the journey at Glen Oaks. Integrating a three-dimensional approach to learning and assessment, students apply their knowledge of the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts in every unit of study. Students diligently build their science knowledge through trial and error and the inquiry process. They engage in discussions about claim, evidence, and reasoning while participating in investigations. Students are expected to collectively communicate and work with peers to design models, make observations, reflect on effectiveness, and question their product. All grade levels have teacher-created common unit assessments and rubrics. Fifth grade students are additionally assessed using the Illinois Science Assessment.

1d. Social studies/history/civic learning and engagement

The Social Studies curriculum at Glen Oaks Elementary school has been restructured based on the new Illinois Social Science Standards and the C3 Framework. Teachers continue to work in grade-level teams to develop common, rigorous units of study based on enduring understandings that connect historical events with more contemporary issues. Each instructional unit was developed with five lenses in mind: inquiry, civics, geography, economics, and history. Teachers have developed and implemented inquiry lessons to increase engagement and application of what the students are learning. The new units of study have a specific focus on giving students the opportunity to take informed action on a problem. The new units of study are closely aligned with current ELA units of study, providing students with integrated learning experiences in Social Studies and Language Arts. All grade levels have teacher-created common unit assessments and rubrics. Third, fourth, and fifth grade students are additionally assessed using the Illinois Assessment of Readiness.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Art and Music: Art and music are offered in two, nine-week quarters per year for grades two through five. The art and music curriculum fosters the development of creativity, listening, observing, synthesizing, analyzing, teamwork, discipline, and application with constant feedback. Band is offered for fifth grade students. Students participate in small group lessons once per week and as an entire ensemble once per week before the school day begins. While drama is not embedded within the school day curriculum, the school invests resources, personnel, and teaching the art form via an extracurricular club that performs an annual play.

Physical Development & Health: The students of Glen Oaks acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. They achieve and maintain a health-enhancing level of physical fitness based upon continual self assessment. Team building skills are developed by working with others through physical activity. Students understand the principles of health promotion and the prevention and treatment of illness and injury. In addition, students understand body systems and factors that influence growth and development.

Media: Through the Glen Oaks Media program, students understand the basic organizational pattern of the library, utilize the electronic library catalog, and apply knowledge of the call number of a book in order to apply appropriate guidelines in choosing a book to read. They identify literary elements in a variety of fiction genres and authors. Text structure relevant to nonfiction text are used by students to enhance comprehension, and reference materials are used appropriately. Students practice internet/personal safety as well as adhere to networking codes of behavior. Text references and technology are utilized to successfully present, perform, and share a product. The media program committee, which includes district administrators and media specialists, consistently review the program to ensure that students are “Future Ready” and that goals of the program are being met: to foster a love of reading, to improve inquiry/research skills, to incorporate problem-based learning, and to enhance collaboration.

Social-Emotional Learning: Social-emotional learning is provided to all students at Glen Oaks. The Social/Emotional Learning (SEL) standards and Erin’s Law are the basis for the curriculum. Glen Oaks School utilizes the Second Step curriculum to provide all students with necessary social/emotional skills. The Second Step curriculum addresses prosocial behavior, problem-solving, and coping skills. The lessons are presented to students by social workers and include didactic instruction, videos, songs, and role-playing. Additionally, grade level presentations are conducted by an expert in sexual abuse awareness to build competencies within students regarding body safety, abuse, and prevention. Follow-up presentations are facilitated by social workers and physical education teachers to help children understand how to recognize

and avoid risky situations involving personal safety in line with Erin's Law requirements. Social/Emotional Learning (SEL) at Glen Oaks School provides the individualized support needed for each child to attain intellectual, social, and emotional growth.

3. Special Populations:

Glen Oaks is a school that fosters an inclusive learning environment for learners with disabilities. It provides specialized instruction through a co-teaching model of service delivery in which a general education and special education teacher work collaboratively. These professionals integrate their own expertise to plan, instruct, and develop interventions for learners with diverse needs to ensure success in the general education curriculum. For students who require more intensive support, Glen Oaks also provides targeted instruction in small groups in the instructional model of service delivery. The instructional model of service delivery maintains high expectations for all students by providing a balanced approach to instruction, which marries grade level expectations, content, and standards with individualized instruction. Students with disabilities participate in the same assessments as their general education peers, which include formative assessments, Measures of Academic Progress (MAP), and the state assessment. Accommodations are available on an individual basis, as outlined in each student's Individualized Education Plan (IEP). In addition, individual progress and achievement of IEP goals are measured regularly using additional classroom-based assessments, running records, and progress monitoring tools. Assessment data and individual student goals are discussed weekly in Professional Learning Communities (PLC) with colleagues to improve instructional outcomes. Glen Oaks and North Palos School District 117 continually review programming, instruction, and resources to improve the educational outcomes for students with disabilities and close the achievement gap. Through professional development, team collaboration, and data analysis, the programming for students with disabilities continues to evolve.

Glen Oaks School also has a large population of English Learners (ELs), with 40% of the students identified as EL, representing over 15 different languages. ELs are serviced through a Transitional Program of Instruction (TPI) and a Transitional Bilingual Education program (TBE). Students are identified through English language proficiency screening tools and also have the opportunity to show proficiency in their native language through native language assessments. Students are provided instruction through co-teaching models and specialized small group instruction models. Strategies include language supports in English and the student's native language. Program goals aim to provide the necessary supports to ensure English language development and acquisition, while maintaining high expectations in all content areas. English Learners participate in the same common, formative and summative assessments as their general education peers, including MAP and the state assessment. ELs also take the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) assessment. Student data are discussed in Professional Learning Communities with grade-level colleagues to analyze and improve student learning. EL teachers are represented throughout curriculum initiatives advocating for best practices of English Learners. In order to build on an ongoing relationship with families, bilingual teachers communicate frequently with families in their home languages. Additionally, events are hosted by Glen Oaks Elementary School, welcoming parents of English Learners into their school and educating them on ways they can support their children. Glen Oaks and North Palos School District 117 consistently review program models and curriculum to increase student success and close the achievement gap.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Glen Oaks “Panther Professors” work in tandem with families, children, and community members to foster a culture of learning in which students’ intellectual, social, and emotional development are interconnected and integrated into activities across the rigorous curriculum. The educational team takes great pride in building a strong sense of community and teamwork through the relationships that have been developed with stakeholders and through all of the programs that are offered, as outlined in the school summary. Truly embodying the district motto of “Investing in our Future, One Child at a Time,” the staff at Glen Oaks School employs a systematic approach to classroom instruction and intervention that allows for each student to receive a learner-centered education that facilitates individual growth. This collaborative instructional structure allows opportunities for all students to thrive academically, socially, and emotionally.

Teachers feel valued and supported at Glen Oaks School. Teachers are included in all curricular endeavors by being a part of committees and providing their input. They are also a part of a professional learning community in which all voices are heard. Teachers are provided with support from administrators, mentors, and colleagues and are encouraged to become leaders within the school district. Teachers are recognized and celebrated monthly at school board meetings with the Recognize a Star program, and they participate in numerous culture and team building activities throughout the school year.

2. Engaging Families and Community:

Engaging family and community members is an area vital to the continued success of Glen Oaks School. Glen Oaks educators utilize various channels of communication to ensure families are aware of their children’s progress, strengths, and weaknesses. The Glen Oaks administration and teachers provide parents with, not only weekly and monthly updates on skills being learned in all subject areas, as well as recommendations for educational websites for practice of each of those skills, but also maintain daily contact through phone, e-mail, social media, and written communications to ensure the students continue to attain high levels of academic proficiency. Glen Oaks School employs student-led parent/teacher conferences which allow students to take ownership of their learning experiences. Utilizing the Google Classroom management system, Glen Oaks teachers provide parents and students access to digital classroom materials and grades in real time. Taking advantage of digital translation tools and the assistance of multilingual staff members, Glen Oaks School teachers are able to eliminate the language barrier and communicate effectively and efficiently with all stakeholders.

In coordination with the feeder school, Dorn School, Glen Oaks School is able to offer the “Parenting Partners” program that evaluates the challenges that parents face and provides parents with tools and practices to overcome potential challenges. This collaborative learning opportunity is effective with building trust between the school and the families that are served.

As a part of this year’s target group plan, the grade level professional learning community (building leadership, teachers, and specialists) implemented a 4th grade parent academy. Concepts presented included standards and curriculum overview and activities to extend learning into the home. Opportunities for all families at Glen Oaks School are also offered, including Reading and Math Family Nights. Additionally, Glen Oaks School provides opportunities for parents to be a part of the decision-making process with events like “Coffee with the Principals” and American Education Week where parents can shadow their child throughout the school day and provide feedback to the school regarding their experience.

The Glen Oaks School PTA provides various opportunities to enhance students’ intellectual, social, and emotional development. Glen Oaks students benefit from activities such as assemblies promoting the cultural arts, monthly family night events, and seasonal celebrations in each classroom.

Community-based and in-school educational programs are also offered during the school year by local police, fire, and library districts. The Hickory Hills police officers develop a strong rapport with Glen Oaks fifth-grade students through the multi-week Drug Abuse Resistance Education (D.A.R.E.) program. The local fire department also teaches fire safety and first aid to the students. In addition, the Green Hills and Bridgeview public libraries offer an incentive-based summer reading program for all district students.

3. Professional Development:

District 117 believes in a systematic approach to providing focused, job-embedded professional development that is aligned with the District's Strategic Plan. Using the Plan, Do, Study, Act (PDSA) improvement cycle, the district leadership team, analyzes aggregate and disaggregated student achievement data each year. Using the data, the team identifies a content area or grade level for improvement. Additional resources including professional development are allocated. An in-house or out-of-district professional development provider is identified, who provides overview training to all of the content area specialists who work with the identified target grade level to ensure everyone receives the same message. Next, schedules are created to allow for the professional development expert to observe staff implementing the new knowledge at various stages of the process. Debriefing sessions are planned to allow staff to receive feedback, ask questions, and get clarification. These sessions are repeated throughout the year as necessary and may even continue into the next school year. The ultimate goal is to identify in-house experts creating job-embedded professional development.

At the building level, both short- and long-term goals are developed to support students and staff to achieve the identified goal in collaboration with the district administration. With an agreed-upon, targeted focus in place, the Glen Oaks leadership team collaborates with building level professional learning communities (PLC) to develop a systematic plan for improvement. During PLCs, all educators work collaboratively and are deeply committed to their own personal learning and to the learning of each student. Teachers systematically work together to discuss student data to best educate every student at Glen Oaks School. All members of the PLC are deeply committed to continuous improvement. Glen Oaks School also utilizes time during its three Institute Days for professional development. Two days at the beginning of the year are planned by the school, and one day in January is planned by the Institute Day District Committee. Additionally, all District 117 schools have nine early release days for professional development called TEAM Days. Students are dismissed an hour and a half early, and teachers stay for an additional hour, amounting to an additional two hours of monthly professional development. The topics are jointly planned with district/school leadership teams in conjunction with the teachers.

4. School Leadership:

Members of the Glen Oaks Learning Community build upon each other's strengths to foster a learning environment in which students' intellectual, social, and emotional development are interconnected and integrated into activities across the rigorous curriculum. Through the integration of a distributed model of leadership, the Glen Oaks administrative team encourages collaboration, problem solving, and teamwork by promoting a risk-friendly teaching and learning environment. Providing staff with support and guidance in taking on new challenges and utilizing "bright spots" within the building and district provide all Glen Oaks staff members with opportunities for professional growth and leadership.

The Glen Oaks leadership team focuses on student achievement by utilizing formative and summative data to make decisions regarding individual students' intervention plans. The leadership team at Glen Oaks School believes in providing appropriate interventions early to pave the way for children's future success. Additionally, Glen Oaks School leaders meet with the leadership team across District 117 regularly during Senior Leadership Team meetings and Quality Review to discuss student data and district initiatives in order to provide every student with the best education possible.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

North Palos School District 117 is built upon strong core values, with an emphasis on systematic and strategic practices. The one core value that embodies Glen Oaks School is the systematic use of data to achieve academic success. To support this core value, Glen Oaks School holds weekly professional learning community (PLC) meetings, conducts intervention meetings to determine the success of interventions, and meets for a quality review process to discuss schoolwide data multiple times throughout the school year.

Professional learning community (PLC) meetings are conducted weekly with grade level teams, specialists, and building leaders. PLCs are guided by student learning, fresh assessment data, targeted interventions, and opportunities for enrichment. Formative assessment data are discussed at every PLC meeting with a focus on results. Additionally, specific, measurable, achievable, relevant, and time-bound (SMART) goals are established and monitored throughout the PLC process. PLC meetings provide teachers the opportunity to have structured, focused conversations around the academic growth of all students at Glen Oaks School.

Frequent intervention meetings are held to discuss formative and summative assessment data of individual students. Student data are discussed with teams of educators and administrators if a student is either not learning as expected or has already mastered intended learning targets. The purpose of intervention meetings is to create individualized intervention plans to ensure that the individual needs of all students are being met.

A cornerstone of North Palos School District 117 is the quality review process, which encompasses all grade levels and all programs within Glen Oaks School. Formative and summative assessment data are collected, disaggregated, and analyzed. Quarterly summary data reveal trends across the building, grade levels, subject areas, and students. These data are used to guide planning and instruction for increased student achievement. Quality reviews are held quarterly at the district level and involve building and district level leaders in the continuous improvement process of Glen Oaks School.

The systematic use of data to achieve academic success is the one core value that defines Glen Oaks School. Professional learning communities, intervention meetings, and the quality review process are all essential pieces that aide in tailoring learning experiences to meet the needs of all students.