

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Kurt Tenopir

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name William Fremd High School

(As it should appear in the official records)

School Mailing Address 1000 S Quentin Rd

(If address is P.O. Box, also include street address.)

Palatine IL 60067-7018  
City State Zip Code+4 (9 digits total)

County Cook

Telephone (847) 755-2610

Fax (847) 755-2623

Web site/URL https://adc.d211.org/Domain/9

E-mail ktenopir@d211.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Daniel Cates

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dcates@d211.org

District Name Township High School District 211 Tel. (847) 755-6600

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert LeFevre

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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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

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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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 5 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	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	322	350	672
10	307	296	603
11	344	324	668
12 or higher	311	327	638
<b>Total Students</b>	1284	1297	2581

\*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
  - 32 % Asian
  - 2 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 54 % 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: 5%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	97
(3) Total of all transferred students [sum of rows (1) and (2)]	123
(4) Total number of students in the school as of October 1, 2017	2581
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 3%  
84 Total number ELL

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

Home Languages across student population (48 languages)

Albanian, Gheg (Kosovo/Macedon), Albanian, Tosk (Albania), Arabic, Armenian, Bengali, Bosnian, Bulgarian, Cantonese (Chinese), Chaochow/Teochiu (Chinese), Czech, Dutch/Flemish, Farsi (Persian), French, Georgian (Kartvelian, Gruzinski), Greek, Gujarati, Hindi, Hungarian, Italian, Japanese, Kannada (Kanarese), Korean, Lithuanian, Luganda, Malayalam, Mandarin (Chinese), Marathi, Mongolian, Panjabi (Punjabi), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Sindhi, Sinhalese, Spanish, Taiwanese/Formosan/Min Nan, Tamil, Telugu (Telegu), Thai, Tibetan, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba

Native Languages within EL program (20 languages)

Arabic, Bulgarian, Cantonese (Chinese), Hindi, Ibo/Igbo, Japanese, Korean, Luganda, Mandarin (Chinese), Malayalam, Mongolian, Portuguese, Romanian, Russian, Spanish, Telugu (Telegu), Turkish, Ukrainian, Urdu, Vietnamese

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

Total number students who qualify: 385

8. Students receiving special education services: 7 %  
169 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>19</u> Autism                 | <u>40</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>61</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>66</u> Specific Learning Disability         |
| <u>38</u> Emotional Disturbance  | <u>16</u> Speech or Language Impairment        |
| <u>3</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	8
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	162
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	32
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	17

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 18:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	98%	97%	93%	96%	98%

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.

<b>Post-Secondary Status</b>	
Graduating class size	638
Enrolled in a 4-year college or university	75%
Enrolled in a community college	22%
Enrolled in career/technical training program	1%
Found employment	2%
Joined the military or other public service	1%
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. 1987

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

William Fremd High School serves the educational needs of the community, inspiring all students to successfully contribute to 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**

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William Fremd High School serves the Chicago suburban communities of Palatine, Inverness, Rolling Meadows, Schaumburg, and Hoffman Estates. The school is one of five large, comprehensive high schools in Township High School District 211. William Fremd High School's demographics reflect the diverse communities it serves. The school's racial demographics are 54% white, 32% Asian, 9% Hispanic, 2% Black, and 3% Multiracial. Fifteen percent of the school's students are considered low income and are eligible to receive state and/or federal aid. 3.4% of the students are English Learners.

Fremd has traditionally ranked among the top high schools in the state of Illinois. For the 2017-2018 school year, Fremd earned an “Exemplary” rating from the State of Illinois under the Every Student Succeeds Act (ESSA). To earn this rating, schools must perform in the top 10 percent of schools statewide with no underperforming subgroups.

The two main indicators that support the ESSA goals are Core Academic Indicators and Student Success and School Quality Indicators. The Core Academic Indicators align with the following school and district goals: attainment of standards, increased accelerated course enrollment, movement of students beyond developmental-level coursework, English language learners demonstrating growth, and students graduating on time. The Student Success and School Quality Indicators align with the following school and district goals: meeting the prerequisite to enter college credit-bearing courses, earning at least 15 early college credits, participating in a career pathway, and being involved in school.

In fall 2018, District 211 earned the Advanced Placement (AP) District Honor Roll for the fourth time in College Board’s eight-year award history and is listed as one of only 373 school districts across the United States and Canada to receive this recognition. To determine eligibility for this honor, the district had to increase the number of students participating in AP while also increasing or maintaining the percentage of students earning a 3 or higher on the AP exam. Fremd students took 2,078 AP exams in 2018, and on 92% of these exams, students earned scores of “3” or higher.

Additionally, Fremd has a strong tradition of academic excellence on state and national awards. Every year since the 2004-2005 school year, Fremd has produced more than 155 Illinois State Scholars, including more than 200 in each of the past four years. Over the past 20 years, Fremd has averaged over 12 National Merit Semi-Finalists each year, with 22 Semi-Finalists named in 2019. In the same time span, 68 Fremd students have scored a 36 on the ACT, including 19 current students. The Illinois State Board of Education has recognized a number of staff members with the Those Who Excel award, including two Illinois Teachers of the Year and several finalists. Fremd coaches and sponsors have received recognition from state athletic and activity associations. The principal is one of ten people statewide elected to serve on the Illinois High School Association Board of Directors.

Preparing students for life after high school is a priority for High School District 211. Pursuing this priority, as the result of a community engagement initiative, has led to the development of the D211 Student Readiness Plan (SRP), an online resource for students to use as they track their progress toward reaching their individualized goals related to high school success and post-high school experiences. The SRP focuses on five components of readiness: Academic Readiness, College and Career Exploration, Student Involvement, Global Competitive Skills, and Wellness. Within each component, students can assess their performance against District 211 grade-specific benchmarks. The benchmarks are aligned with currently recognized college and career readiness indicators. Students are able to set independent goals that exceed District benchmarks in each area. Students consider the SRP as their “GPS to Success.” (<https://adc.d211.org/StudentReadiness>) Beyond a fancy computer application, the SRP is truly a guiding philosophy of Fremd’s commitment to increase academic rigor and expand opportunities for all students. The school community continues to remove obstacles and provide supports and resources that allow students to excel from high school to post-secondary opportunities.

According to retired Fremd Reading Teacher Cecilia Frank, who also served on the 1987 Blue Ribbon School nomination committee, the recognition highlighted three areas in the school: neighborhood belief in



the quality of education that students at Fremd would receive; parent involvement through the Viking Booster Club in academic and extracurricular programs; and increased efforts in professional development in literacy and thinking strategies for incorporation into the classroom. Over 30 years later, these areas of focus are still an integral part of Fremd. District 211 and Fremd have a recognized degree of quality and excellence that make them a desirable destination for students, parents and families, and faculty. The Viking Boosters are over 900 parent members strong, and committed to supporting the school through volunteer and financial contributions. Cognitive rigor and literacy are more important than ever in preparing students for their success and future after high school. There have been several significant changes since the last Blue Ribbon recognition. Teachers now have time to collaborate on instruction and assessment in professional learning teams. The student population at Fremd is now more diverse which has resulted in changes in instruction, course offerings, classroom supports, and resources for student well-being.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The English curriculum is a four-year, sequentially-based requirement and reflects current research on the integration of reading and writing skills. The first three years of study cover a survey of literature while focusing on the development of students' reading, writing, language, oral communication, and critical thinking skills. Through the use of application and strategic thinking activities and discussion, as well as extended thinking projects and papers, educators provide the scaffolding students need to learn, understand, apply and transfer knowledge to the real world. Senior students choose from a list of high-interest and specialized classes like Drama or Rhetoric of Cinema, both of which are dual credit classes; Fundamentals of Speech, Communication and Composition; and Advanced Placement Literature and Composition.

The Fremd English Department strives to incorporate other disciplines in instruction. For instance, the American Studies class is a two-period class that has both an English and Social Studies faculty member teaching American Literature and History. The RISE program (which stands for Respect, Integration, Scholarship and Engaged learning) consists of English, World History and Science and creates an interdisciplinary, school-within-a-school feeling for Freshman who need extra support to meet the rigor of challenging, college-bound coursework. When reading *The Odyssey* in English, students are learning about Ancient Greece in World History and the classes pair together. Remedial courses are supported by a Reading Strategies course to help students enhance reading fluency and accuracy. The English Department literacy coaches work to help other disciplines focus on their own teaching of reading and writing.

The English Department actively engages in Professional Learning Communities at each grade level. Educators work together to create common assessments to measure student attainment of the Critical Learning Standards in each course and work to employ best practices and data-driven instruction. The English Department, in partnership with Harper College, which is the local community college, has aligned a high school senior-year English course with the highest developmental college English course. Students who pass the course with at least a C- will meet the prerequisite to enroll in a credit-bearing English course at Harper College. The purpose of the course is to decrease the number of students needing remedial coursework in college.

#### **1b. Mathematics:**

The Math Department offers a comprehensive curriculum with 32 courses that include both Math and Computer Science classes. Reflecting the standards of the National Council of Teacher of Mathematics (NCTM), the school's mathematics program has undergone significant change in recent years, with the focus now on higher-order thinking and problem-solving skills, the application of concepts, and the use of technology and student centered instruction. Most students take four years of math classes, following the traditional path of math instruction with additional courses being offered in Statistics and Computer Science. In addition, students can earn college credit in math through eight Advanced Placement or dual credit courses.

The Fremd Math Department uses many approaches beyond traditional math classes to engage and challenge students. Fremd offers a four-year cohort class in which students take double-period math classes and stay together with the same class and teacher. The cohort students enter as Algebra 1 students and leave Fremd with AP Calculus credit. Fremd offers a Geometry in Construction class that is a double-period class taught with Applied Technology in which students learn Geometry concepts while working on projects related to the construction field. Fremd has created a "mid-level" honors math program that has doubled the AP Calculus AB enrollment in the last four years. Fremd offers a lunch-period SAT math preparatory course to all regular-level juniors in which SAT strategies and practice are given during lunch periods to help prepare students for the SAT. Fremd has partnered with University of Illinois to offer Multi-Variable Calculus and Differential Equations classes in which students earn college credit. The Fremd Math

Department offers a four-year Computer Science pathway that has tripled the number of sections of computer science sections offered at Fremd in the last three years.

In Fremd's Math Professional Learning Teams (PLTs), teachers evaluate multiple pieces of assessment data, continue the discussion of student performance relative to each standard, and make instructional changes based on evidentiary discussions with colleagues for the current and future school years. The Math Department, in partnership with Harper College, has aligned a high school junior- and senior-year mathematics courses with the highest developmental college mathematics course. Students who pass the course with at least a C- will meet the prerequisite to enroll in a credit-bearing math course at Harper College. The purpose of the course is to decrease the number of students needing remedial coursework in college.

### **1c. Science:**

The Science Department offers a comprehensive curriculum with 26 courses that embody the Next Generation Science Standards (NGSS) which address a variety of post-secondary interests. Freshmen complete one of five levels of Biology and are given the opportunity to explore career pathways through different sequences of Earth Science, Chemistry, Physics, and more advanced Biology. In addition, students can earn college credit in science through seven Advanced Placement or dual-credit college courses.

Science teachers utilize the NGSS components of the Science and Engineering Practices and Cross-Cutting Concepts in their lesson planning and implementation not only to help the students become more scientifically literate but to tie all of the courses together under unifying themes. Instruction is increasingly hands-on with teachers becoming facilitators of the learning process rather than givers of information. Student inquiry drives discussion with the focus being on "how, why, and then what?" By requiring students to present ideas both qualitatively and quantitatively, the science curriculum strongly encourages the development of language and mathematical reasoning while emphasizing critical thinking and problem solving.

Assessment data allows teachers to review progress of each student towards the goals of NCSS mastery. For example, at the start of each unit in the junior/senior physics course, students are given the relevant NCSS in that topic. As the unit progresses, the students and teacher track student performance data relative to those objectives. If the students are having difficulties with a specific objective, they are given appropriate resources to help them learn before the summative assessment. During the Physics PLT, they evaluate the multiple pieces of assessment data; continue the discussion of student performance relative to each standard; and make instructional changes based on evidentiary discussions with colleagues for the current and future school years.

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

The Social Studies Department aims to develop active citizens who can make informed and reasonable decisions in an ever changing, culturally diverse, independent world. Students are required to take one year of United States History and a second year in Government and Economics or a year-long Survey course emphasizing economics, civics, anthropology, and sociology. Most students take three years or more of social studies classes choosing electives that either expand historical interest (World and European History) or extend into the social sciences (geography, psychology, law, women studies, multicultural perspectives, world affairs). The cumulative nature of social studies classes helps students to strengthen decision-making and problem-solving skills as they work to apply an awareness of the interconnections among individuals, groups, and institutions. Students are pushed to understand culture through the lens of "time, continuity, and change," as well as power, authority, and governance through the relationships between people, places, and environments.

Teachers use primary and secondary sources to aid instruction which provides students with differing viewpoints to consider from which to derive broader content understandings. Teachers work to prepare students for their opportunities and responsibilities in society by fostering an appreciation of contemporary problems through discussion of current issues and their skill in obtaining information pertinent to social

issues, in organizing materials, and in communicating ideas. Across all courses, students are pushed to connect course content objectives to local, national, and global life experiences. Beyond creating videos, skits or songs to represent court cases for example, students experience simulations where they assume the role of becoming a Representative researching bills, working on committees, conducting a floor debate, or role playing the constitutional convention or a mock congress. Students' experiences extend to school-wide mock elections and voter registrations, as well as experiences outside the school, such as connecting with local representatives using social media and the "First Judge" election judging program.

Teachers use a combination of the data generated from District Benchmark Assessments (DBAs), that measure skill and content knowledge, as well as course-specific formative and summative assessments as a direct measure of the impact instructional strategies have on student knowledge and application of content. Not only do the assessments provide students with immediate feedback for growth, but they also enable teachers to recognize patterns of student misconceptions with which teachers can modify lessons to be student driven while incorporating the use of technology, collaboration, and deliberation skills necessary for effectively communicating in the global world.

### **1e. For secondary schools:**

Fremd has identified 16 career clusters and every course across all curricular areas is connected to all relevant clusters. The development of the career pathways facilitates college and career major conversations for every student. Coursework promotes career and college major explorations, workplace certificates and early college credits (dual credit). Over 60 dual credit courses are offered in the district. Fremd provides internship opportunities and industry-recognized credentials across all career and technical departments, including the automotive, business, technology, educational, food service, and medical pathways. Local company internships are offered across each of the 16 career clusters every summer, giving students the opportunity to engage in intense career exploration and apply their global competitive skills in the work environment.

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

## **2. Other Curriculum Areas:**

Approximately 40% of the students at Fremd are enrolled in a visual or performing arts class with course selections available to all students. The school offers performing arts courses for band, choir, orchestra, and dance, with a variety of extracurricular offerings such as marching band, jazz band, show choir, a capella groups, orchesis and other small group ensembles. Through music discipline, a student develops appreciation, creativity, and sensitivity while becoming an intelligent consumer of the arts. The program also recognizes its obligation to assist those preparing for a career in music.

In the visual arts, students can choose from 20 courses to pursue their interests in drawing and painting, graphic design, three-dimensional art, digital media, photography, and art history and appreciation. Whatever background, previous experience, or skill level, students are encouraged and inspired to expand their abilities and interests in art. During the initial year in the foundations level, students explore a variety of concepts, a range of techniques, and experiment with diverse materials to encourage individual growth. The art education of a high school student is a series of learning experiences that incorporate thinking, questioning, and creating simultaneously. Students can move through the program based on their skills and interests. In their senior year, art majors will prepare a portfolio for entry into an art profession or college scholarship.

Fremd is currently undergoing a transformation to the physical education and health courses into a Wellness program, where all students learn about physical and mental wellness principles that are personalized to specific age and student needs. The Wellness program is a co-educational structured program that aims to inform and inspire students to develop in the following areas: decision making, social/emotional learning, fitness, and nutrition. The courses also promote lifelong learning the cognitive, psychomotor, and affective

domains. Philosophically, teachers look to encourage students to engage in opportunities that promote self-improvement, increase self-esteem, communicate effectively, and learn to cooperate with others by valuing differences among their peers.

In the World Languages Department, students engage in various activities that work to enhance their abilities to process various types of information, interact with others through meaningful conversations, and synthesize and present facts accurately in group settings, all in the target language. Languages offered include Spanish, French, German and Mandarin. Additionally, students learn about various aspects of a language's culture and are equipped with knowledge to help them work towards becoming better citizens of the world while also heightening their sense of global awareness. This daily exposure to another culture, coupled with instruction in the three modes of communication (interpretive, interpersonal and presentational), help students to function at a higher level and thrive in and amongst diverse cultures. Consistently throughout the multiple units studied in the academic year, various assignments and assessments (formative and summative) are given in these three areas as a means to evaluate and provide feedback on a student's ability to read, write, listen, and speak in a foreign language.

The librarian is a collaborative educational partner at Fremd who works with department faculty to teach and integrate research and information literacy skills into the curriculum. Skills on accessing, navigating, synthesizing, evaluating, and the ethical use of sources are taught in tandem with an array of curated print and digital resources available within and beyond the school building. The librarian acclimates all freshmen and new students to the resources available, such as research databases and e-book access. The librarian also engages and provides access to high interest literature and nonfiction reading materials that encourage students to be lifelong learners and readers. The transferability of skills learned are essential for success during their high school years and beyond. Throughout a student's four-year high school experience at Fremd, students develop skills needed to succeed in school and to prepare for life after high school graduation. One key area of development relates to students' behavior in an ever-increasing digital society.

The Fremd Digital Democracy Team supports students and helps develop the skills needed to make appropriate choices about the use of technology. During their time at Fremd, students complete two different online learning experiences, Digital Quest and Digital Citizenship. The team has gathered resources and created instructional lessons regarding topics that include Internet safety, digital property rights, positive digital footprint, and academic honesty. Additionally, students are provided resources and activities that educate students on managing their digital identity, exhibiting positive and ethical technology use, respecting digital intellectual property, and protecting digital privacy and security.

### **3. Special Populations:**

Fremd offers a variety of programs to serve students who need academic and/or social emotional supports by utilizing Problem Solving Teams (PST) to identify and support students who are struggling academically due to challenges related to ability, attendance and/or behavior. PSTs are comprised of counselors, psychologists, social workers and administrators. Interventions include, but are not limited to, individual or group counseling, preferred seating, guided notes, meetings with parents to address chronic absenteeism, or accessing the tutoring center during or after school.

Fremd offers a variety of programs to meet the needs of students who are identified as learning disabled, behavior disordered, autistic, speech/language impaired, hearing impaired, visually impaired and physically disabled. Fremd currently serves over 170 Special Education students who receive direct support of a case manager and specific academic supports in their least restrictive environment. Fremd's spectrum of services range from full inclusion to smaller learning environments to self-contained programs. Students are afforded the opportunity to participate in community-based instruction in a variety of job experiences and supported by job coaches. Fremd supports over 230 students through 504 Plans due to anxiety, ADHD, depression, Crohn's disease, severe diabetics and other medical related issues. Counselors and teachers work together to provide appropriate accommodations to remove barriers for students and increase academic success. These plans are reviewed on an annual basis by the Problem Solving Team with regular teacher feedback.

native languages are Spanish, Korean, Japanese, Russian, Chinese, Telugu, Portuguese, Ukrainian, Arabic, Ibo, and Luganda. Students are placed in the program based on identification by the elementary schools in Fremd's attendance boundary or results of the state required WIDA Access Placement Test (WAPT) online screener. Fremd's ESL program includes five levels of English instruction, sheltered courses in Social Studies, Science, and Consumer Education, and a resource to support students across all their courses. Once students exit the ESL program, they are monitored by their counselors and Problem Solving Teams to determine if additional supports are needed for their continued success.

Fremd offers Freshman Reading and Math Academy during the summer to the incoming class of freshman who are enrolled in a reading strategies or lower level mathematics course in freshman year or earn a score on the placement test which indicates there may be gaps in a student's learning. This three-week course focuses on strengthening those deficit areas in reading or mathematics allowing students to be better prepared as they transition to high school. A similar summer program is offered to students prior to their sophomore year to help close learning gaps in reading or mathematics. Students receive teacher recommendations at the conclusion of both programs to review appropriateness of their reading or mathematics course placement.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At Fremd, student engagement and motivation rely on a strong school culture focused on helping students reach their potential through high expectations and a strong network of support. The foundation of this culture is built on positive teacher-student relationships and the availability of resources. The Viking Tutoring Center is staffed with teachers during and after school with a late bus to provide students transportation home. All students are supported by Pupil Support Teams comprised of an administrator, counselors, and a psychologist or social worker, who proactively monitor every student's academic and behavioral growth. In supporting academics, social and emotional growth, all 9th grade students are scheduled into the Viking Advisory and Mentoring Program. This is a semester-long course focused on teaching organizational procedures and norms, providing academic support, and encouraging connections to the school's programs and activities. As another layer of support for students' emotional growth, over 60 teachers voluntarily mentor struggling or at-risk students in the Champions Mentoring Program. Students are regularly supported in their efforts at school and creative ideas to continue to build on the culture and climate through teacher, administrator and student collaborations. These collaborations have resulted in Writers' Week, Wellness Week, Arts Festival Week, Spread the Word to End the Word, and We All Count Week. These weeks allow the students to have an emphasis placed on academic, social, emotional, and practical needs from lenses other than the classroom. The students and teachers at Fremd jump in to continually promote academic, emotional, and social excellence.

Fremd has teachers who regularly work with each other, administration, and students to continue to strive for excellence through the Response to Intervention Team, Social Committee, Professional Development Committee, Solutions Committee, PSTs, literary coaches, technology coaches, and an instructional coach. These committees have a strong teacher voice in collaboration with administration resulting in professional development that is relevant to continuing academic excellence coupled with a social-emotional understanding. A strong teacher foundation is laid out with the New Teacher Mentoring Program, a four-year mentoring program which supports teachers in exploring elements of instructional planning, design, and assessment, that builds time into their day to help with the logistics of the process as well as implementation of their teacher goals and practice. As teachers grow, the leadership in the building leverages their capacity, providing teachers the opportunity to grow into leadership roles. Lastly, time is built into the teachers' day to enable teachers to meet during morning work sessions, revolving meetings, staff development trainings, and department meetings.

### 2. Engaging Families and Community:

The Parent Principal Network is a group open to any parent of a student at Fremd and provides a direct line of communication between parents and the building principal. The group meets quarterly to discuss topics such as school vision and planning; enhancing communication between student, teacher and parent; behavioral trends and systems of support; and senior events and graduation. The principal also writes a monthly Principal's Newsletter that informs all parents of noteworthy events at the school relating to academics, activities, athletics, and student wellness.

The school's Booster Club membership is comprised of over 900 families. The group meets with the building principal once a month to review opportunities for the Booster Club to provide unique support to all students at Fremd. The Booster Club complements the educational experience of Fremd students by raising funds for specific programs and projects, clubs, competitive activities, sports teams, and various activities.

The Fremd Student Services Department and Administrative Team work collaboratively to provide families and students with community engagement experiences that transcend the traditional school day. For example, the school offers several evening seminars and presentations to engage and educate families on crucial topics related to student and well-being and success. The school and district offer families a college financing application seminar, community education sessions focused on trends in student behavior and

healthy decision-making, parent education and support focused on chronic absenteeism, a symposium for students who will be first generation college students, a special education college and career night, and a college planning seminar.

The school also provides students with several opportunities to engage with the larger community through curricular offerings. Through a strong partnership with Harper College and other colleges and universities, students have access to over 60 dual credit courses. Fremd also partners with local businesses and industries to bolster community articulation. One example of this articulation is found in the school's Business Incubator course to provide opportunities for enrolled students to engage with successful business professionals and entrepreneurs from the community who support students in a mentorship role. Another example is found in the automotive and Project Lead The Way engineering curriculum where local industry leaders serve on an advisory committee with respective faculty members regarding curriculum, summer internships, and industry certifications.

The Elementary Education Internship course allows Fremd students who are considering a career in education the opportunity to work alongside educational professionals in a local elementary or junior high school on a daily basis for an entire school year. These students gain vital career exposure relative to classroom teaching, Special Education programs and law, and supported student services through this program.

Additionally, Career Treks, typically to a local business or worksite, are available to all Fremd students to enrich their understanding of career fields. With the support of numerous local industry leaders, Career Treks usually involve a career presentation, tours, and occasionally a hands-on activity for students.

### **3. Professional Development:**

The district and school's professional development approach is one of continuous school improvement based on the research of Danielson, DuFour, and Wiggins and McTighe which includes establishing a collaborative environment to develop instructional goals (what students should know), developing instructional plans and essential questions regarding the content, collecting student performance data (what students should be able to do), and evaluating student performance data results in order to make further instructional decisions (what will teachers do if students have not learned). Three areas of the professional development approach impact the capacity (the aptitude and skills) of teachers and administrators: teacher proficiency as defined by Danielson, opportunity for teachers to collaborate on standards and assessment as described by DuFour, and curriculum and instruction as designed by Wiggins and McTighe. Examples of how the district and school's professional development activities are aligned with standards and support student achievement and school improvement are evidenced in the following ways: district and school goals, in-district courses for teachers, and collaborative time.

One district and school goal states that students will demonstrate attainment of Critical Learning Standards (CLSs) for each course in which they are enrolled. CLSs align with state and national standards and outline what students will learn and be able to do by the end of a course. To determine if students mastered and retained the CLSs, students are administered a District Benchmark Assessment (DBA) at the end of each semester or school year. DBA results provide Professional Learning Team (PLT) members with useful information for instructional decision-making to adjust and improve instructional methods for the future and to ensure that scaffolding and sequencing properly align.

In-district courses empower educators to embrace an array of professional learning opportunities incorporating theory with practice. In-district courses are aligned to the Standards for Professional Practice: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction/Delivery of Service; and (4) Professional Responsibilities. Offering professional learning in a variety of formats (traditional, blended environment, online) creates more opportunities for teachers to remain current with educational trends.

PLTs meet regularly to review student academic performance globally, at disaggregated levels and at the individual student level. Based on DBA results, teachers make informed instructional decisions to increase



student attainment of CLSs. The results of this data are reviewed at the teacher level, in principal meetings and in Curriculum Committee meetings.

#### **4. School Leadership:**

Fremd has a diverse leadership team that includes a principal, four assistant principals, a director of student services, an athletic director, a dean of students, and 16 department chairs. All of these stakeholders share a philosophy rooted in making decisions that are student-centered. The administrative team, led by the principal, organizes and executes a wide range of school initiatives that are progressive and promote staff development, school safety, and academic excellence.

The Leadership Team members are the instructional leaders of the school and they participate in instructional decisions at the district and school levels. They lead by example through words and actions. Through weekly leadership meetings and the creation of committees, the Fremd Leadership Team works collaboratively to address challenges, discuss solutions, and communicate information for the school. The Leadership Team is responsible for teacher evaluation, resource allocation and budgeting, and instructional delivery. Additionally, the Leadership Team is responsible for establishing school goals, reviewing staff development needs, and evaluating the effectiveness of curricular programs. The Leadership Team implements School Board policies for the betterment of the students and the community. The Leadership Team shares input with the Board Policy Committee when changes are necessary to accommodate evolving instructional needs of teachers and students. For example, when the district adopted a one-to-one educational technology program providing an iPad to every student, changes had to be made to board policy regarding care for, and use of, electronic devices.

The diverse program offerings allow for a high school experience that is thoughtful, caring, and enriching. Bringing together resources that open doors and services to the student community is at the forefront of the decision-making process and the goals that are established at Fremd. School administrators, teachers, and counselors work together to meet with families to improve attendance, grades, and to provide information on how the school can best serve the social-emotional needs of students. Students also take part in a mentoring program called VAMP (Viking Advisory Mentorship Program), that guides students through a wide range of topics aimed at improving the high school experience and familiarizing students with the different processes associated with being in high school. Predicated on building positive connections and relationships, Fremd is a high school where leadership is focused on improving the lives of students and staff.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The one practice that has been the most instrumental to Fremd’s success has been the singular vision of prioritizing the success of every student. This vision permeates every aspect of Fremd’s culture. In fact, that culture is represented in the District 211 brand statement which includes extraordinary opportunities, innovative teaching, and exceptional learning.

Fremd has strategically implemented comprehensive plans to provide extraordinary student opportunities through an extensive array of supports, activities, athletics, and instructional programming. Through a partnership with Equal Opportunity Schools, Fremd has nearly eliminated the participation gap of underrepresented student populations. Over the past two years, Fremd has expanded and personalized student outreach efforts to identify potential first-time students for the Advanced Placement (AP) program. The outreach efforts included student panels, one-to-one conversations, small group meetings and trusted advisor meetings. While expanding outreach efforts, school leadership focused on strengthening student and staff supports. Schools extended tutoring hours, opened AP labs with study materials, and created opportunities for peer and teacher support. The impact of these efforts has resulted in the overall number of students taking AP courses increasing by 15%. More significantly, Fremd has increased its underrepresented student enrollment in AP courses from 76 students in 2017 to 175 students in 2019, more than doubling the enrollment of these mostly minority students. These gains have been achieved while maintaining a 92% pass rate (scores of 3 or higher) on 2,078 AP exams, demonstrating the staff’s commitment to providing extraordinary opportunities for all students.

Fremd has developed, and continuously improves, effective and innovative instructional practices among its teachers to advance student achievement. Evidence of the innovative instructional practices is apparent in the interest expressed by Apple executives in Fremd’s use of technology to support student learning as an exemplar for innovative teaching. The team from the technology giant recognized Fremd’s teaching acumen through observation, documentation, and conversation to assist other schools as they expand their use of technology in the classroom.

The support that is provided to every student to meet their potential embodies the singular vision of the school. The district offers alternative schools for students with a variety of learning needs, including academic, social-emotional, and behavioral. Program options are run during the school day or in the evening. In fact, Fremd was the first school in the district to offer an online credit recovery program to keep students on pace for graduation. No matter what challenges a child must overcome, he or she will graduate from this school with the skills and abilities needed to be successful in the next phase of his or her life. Here’s the story of “Derek”: In his four years at Fremd, “Derek” was placed on homebound for mental health issues, went to drug rehab, and spent time at an alternative school for disciplinary reasons. “Derek” was still able to return to Fremd and graduate on time. Currently, “Derek” has climbed the ladder at the warehouse where he works, from a low-level entry position to shift manager. At the time, it didn’t seem like “Derek” would have a chance for success, but “Derek” couldn’t wait to thank school personnel for their role in helping him achieve success as an adult. “Derek’s” story is not unique to Fremd. “Derek” is a representative story for the singular vision for prioritizing the success of every student who attends William Fremd High School.