

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Field Middle School
(As it should appear in the official records)

School Mailing Address 2055 Landwehr Road
(If address is P.O. Box, also include street address.)

City Northbrook State IL Zip Code+4 (9 digits total) 60062-6413

County Cook County

Telephone (847) 272-6884 Fax (847) 272-4818

Web site/URL https://www.district31.net/Domain/8 E-mail amiller@district31.net

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. Erin Murphy E-mail emurphy@district31.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Northfield School District 31 Tel. (847) 272-6880

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Melissa Choo Valentinas
(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

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	61	57	118
7	48	37	85
8	53	41	94
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	162	135	297

*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):
- 1 % American Indian or Alaska Native
 - 38 % Asian
 - 3 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 41 % White
 - 5 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2018	278
(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):

Arabic, Croatian, Greek, Gujarati, Hindi, Korean, Mongolian, Malayalam, Polish, Punjabi, Russian, Romanian, Spanish, Syriac Aramaic, Urdu, Tagalog

English Language Learners (ELL) in the school: 14 %
43 Total number ELL

7. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 103

8. Students receiving special education services: 17 %

50 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>5</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	1
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 13:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	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 2019.

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. 2007

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

To provide world-class, whole-child education and equitable opportunities for all students in an environment that respects diversity to inspire minds and to build futures, together.

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

District 31 is part of two suburban communities, Glenview and Northbrook located in the northern suburbs of Chicago. It is a small district of approximately 900 students attending one elementary (Winkelman-pre-K-5) school and one middle school (Field-6-8). Although the Northbrook/Glenview communities are considered affluent, the population of District 31 does not neatly fall into that definition. Approximately 22% of the students are classified as low income and receive free and reduced lunch supports. District 31 students serve a large number of EL students with over 40 languages making up the cultural diversity of the district. Spanish, Korean and Mongolian are the top languages spoken in District 31. The district has an active and involved parent community, including two-parent organizations - the Parent Teacher Organization (PTO) and the West Northfield 31 Education Foundation. The PTO funnels its efforts through volunteering and direct support to the two school communities, while the Foundation organizes several big fundraising events designed to finance large capital projects. In the last several years, the Foundation has helped support 1:1 initiative for all students, designing a maker space and STEM lab for each school, and helping to fund a new recreational space for both schools.

Over the last several years, many strategies have been used to encourage and challenge all students. The framework behind the strategies have to do with equitable learning opportunities for all students. For instance, seven years ago, Field Middle School moved to a 1:1 device model in order to ensure equitable access to technology for all students. In addition, Field School developed a schedule that moved toward more math instruction for all students, as well as yearly exposure to music, art, STEM lab and family consumer science. It was important for the staff to have programming that supported not only academic excellence, but also reinforced the development of the whole child. In addition, the staff advocated for enhanced social emotional programming to build positive support, celebrate what students were doing correctly, and highlight achievements instead of deficits. Understanding that teacher efficacy is a key factor to student success, the building established a PLC model in order to plan curriculum, talk about instruction, and make data based decisions. A recently adopted strategy has to do with the district decision to create a weekly early dismissal that provides educators with 2.5 hours of professional time each week to meet in PLCs, support committee work, and participate in professional development—with no substitutes required.

A key strategy that was adopted by Field Middle School has to do with executive functioning. All staff members and administrators were trained in the Rush Neurobehavioral Executive Functioning program. All new staff continue to be trained each year. This training provides a research-based foundation for building key executive- functioning strategies and skills necessary for life-long success. In addition, the school adopted common key, necessary supplies and materials to use with all students. Students are not responsible for acquiring these supplies. Rather, the school purchases, distributes and teaches students to use these materials. Materials include an innovative all-in-one binder/backpack/computer bag, specifically colored plastic folders that correspond to specific classes, a Chromebook, and a paper agenda. All students receive the same materials, and teachers utilize and reinforce these materials in grades 6-8. Students who have graduated from District 31 have reported that they have adapted this system they learned in middle school to their high school experiences. In addition to teaching students how to consistently use the materials, advisory classes specifically teach best practice strategies and skills for organizing, study, goal setting, etc. Common language and expectations have been developed by the staff to support maintenance of this program.

In the 1990s, Field Middle School was awarded National Blue Ribbon status. President Bill Clinton even visited the school personally. For many years, the community celebrated this accomplishment and utilized it to promote the school and the community. However, as the decades slipped past, and the school demographics and identity evolved, we began focusing on what we can do to push our schools to become a national school of excellence. We have implemented the Professional Learning Communities model and support our learning environment by continuously improving curriculum, instruction, technology, social and emotional supports, and opportunities for all students to learn at high levels to once again be on the forefront of a world-class education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

District 31 and Field Middle School are committed to the Professional Learning Communities model of continuous improvement. Each subject area has determined essential standards for their curriculum, and through our PLC model, we have developed a curriculum revision process to ensure that standards (Common Core, Next Generation, etc.) and best instructional practices are integrated into all content areas. This school year, the district hired curriculum coordinators in all core content areas to provide continuity and support to this process and to ensure collaboration and consistency between the elementary and middle school. Coordinators meet monthly with content area teams to continuously improve our instructional programming.

In addition to our content area PLC teams, each grade level at Field utilizes the middle school team approach to meet the needs of individual students. Grade level teams meet daily to discuss student progress and create opportunities for intervention for those students showing challenges as well as extension or enrichment for students ready for new challenges. This team approach keeps teachers informed of students' academic performance and emotional well-being. The whole child approach allows us to ensure a student is being monitored on a daily basis so we can respond immediately to their needs.

Field Middle school utilizes various assessments to monitor the academic progress of our students. In addition to subject area PLC created formative and summative assessments, Field uses a variety of tools to gather data. We administer state-mandated tests including IAR and ACCESS, and we use NWEA MAP, and AIMSweb. In an effort to more quickly identify students in need of interventions, we use NWEA MAP and AIMSweb to benchmark all of our students in reading and math three times per year. This benchmarking data, combined with classroom performance and other testing data, help create an academic profile for each student that allows us to plan for appropriate intervention programs. Students in intervention programs are progress monitoring through formative assessments and AIMSweb.

1b. Reading/English language arts

The English Language Arts scope and sequence for Field Middle School is aligned to the Common Core State Standards. The 6th through 8th grade curriculum includes multiple thematic units per grade level. These units include instruction, practice, and assessment of the four literacy components: reading, writing, speaking, and listening. Each unit is designed using the Understanding by Design framework, and performance assessments aligned with the writing standards are incorporated into each unit. In order for students to reach mastery of the standards, teachers use the gradual-release of responsibility model. Teachers use formative assessment data to inform instruction, including reteaching standards-based lessons and providing opportunities for extension. All ELA teachers incorporate self-selected independent reading into their ELA block, as well as word work, including Greek and Latin root words, and grammar instruction using mentor sentences for analysis.

Reading lessons are standards-based. They focus heavily on improving students' reading comprehension and text analysis skills. Lessons are geared toward determining theme, analyzing author's craft, and comparing texts. Sixth through 8th-grade students read a variety of text types, including shorts stories, novels, dramas, poetry, and informational text pieces including articles, editorials, biographies, and autobiographies. Reading instruction begins with teachers modeling reading skills and strategies, then students practice these skills and strategies in small groups or with a partner, and finally, students will show their understanding of the skill independently. Teachers gather formative assessment data throughout this process in order to reteach skills in small groups and provide extension activities.

While rooted in the Common Core State standards, writing mini-lessons also incorporate the 6+1 Traits, the writing process, and analysis of model texts. Writing performance assessments are an important part of each

thematic unit, and performance assessments are based on the three modes of writing (argumentative, informative/explanatory, and narrative). At the beginning of each thematic unit, students are introduced to the performance assessment with model texts and rubrics, and after writing mini-lessons, students are provided with ample time to work on their own writing. While drafting, students conference with their teachers and peers in order to give and receive feedback. Students are provided with opportunities to share their writing in authentic ways, including creating presentations, commercials, gallery walk pieces, and performances.

In each grade level, students are provided with opportunities to prepare for and practice collegial discussions in order to discuss Literature Circle novels and whole class texts. Students also watch and analyze speeches to better understand the speaker's point of view and use of rhetorical appeals, and 8th grade students participate in debates. Lastly, students utilize technology to create videos, and they are provided with opportunities to perform on stage in the auditorium.

Overall, District 31's literacy goals prioritize student engagement. Students are encouraged to be readers and writers who use literacy to express themselves confidently, to use literacy to learn about the world around them, and to use literacy to influence the world in a positive way. Along with student engagement, District 31's literacy goals also include having a diverse literacy curriculum where students read texts to both learn about themselves and have access to texts to learn about the world around them in order to increase empathy and awareness of others. Ultimately, texts should be both the mirror in which students see themselves as well as the windows in which they learn about others.

1c. Mathematics

In conjunction with District 31's Extended Learning Program, Field Middle School offers three levels of mathematics courses per grade level; an on-grade level course, an accelerated course, and a twice-accelerated course. The curriculum for each course is fully Common-Core-Standards-based with high-school standards incorporated into some of the accelerated courses. Students on the accelerated pathway complete high-school algebra I in eighth grade. Students on the twice-accelerated pathway complete algebra I in seventh grade and geometry in eighth grade. These accelerated levels are offered in response to the need for academically appropriate challenges for our highest-achieving students as well as to align with all other feeder districts in the township.

The core mathematics instruction at Field is delivered in daily sixty-minute periods. Teachers use a concrete to representational to abstract sequence of instruction while contemporaneously employing strategies such as Socratic questioning, problem-based learning, cooperative group work, technology-based support, "Talk Move" strategies, think-aloud modeling, gradual release of responsibility, and explicit instruction on argumentation. Field's mathematics teachers are passionate about incorporating the Practice Standards into their classrooms; a fact that is evident as one walks from class to class and observes students persevering through productive struggles on rich tasks, participating in meaningful dialogue, challenging each other to justify solutions, using precise, explicit language, and looking for patterns and connections to facilitate understanding.

Math classes at Field are decidedly student-centered. In all courses, students practice self-evaluation and track their own progress towards mastery of content. Opportunities are offered for individualized, self-directed learning. It is also a common practice for students to pose questions and problems upon which lessons can be built.

Although leveled courses are inherently more homogeneous, the teachers still recognize the need for differentiation and consequently employ practices to ensure that needs of all learners are met. Each course offers tiered assignments that incorporate varied levels of complexity while reinforcing the same essential understandings. Graphic organizers are used frequently to help students organize their thinking and to make information more accessible to our English Learners.

In addition to the daily math class, students who struggle with mathematics receive 100 additional minutes per week of tier-two intervention with their math teacher. This time is used for pre-teaching and/or re-

teaching the current class content. Students are identified for this intervention based upon data including common summative assessments, district assessments (NWEA, Aims Web, and IAR), and teacher recommendation. Data and placement are re-evaluated quarterly.

Assessment is an integral component of the math program at Field. Pre-assessments are often used to determine readiness prior to new units and remediation is provided as needed for students missing prerequisite knowledge. Likewise, opportunities for enrichment are offered for students demonstrating prior mastery. Throughout units, teachers use both formal and informal means to assess formatively and make adjustments when necessary. Rigorous common summative assessments have been designed to assess mastery of learning targets at both surface and deep levels. These are used for reporting achievement as well as, in a formative way, for student goal setting.

1d. Science

The Field middle school science scope and sequence is aligned with the Next Generation of Science Standards (NGSS). The curriculum includes three core content units of life, earth, and physical science per year for grades six through eight, and grades seven and eight have chemistry units. The curriculum design follows an integrated approach to science content topics with an increase in complexity at each grade level. The sixth-grade science curriculum integrates one physical science unit on light and waves with three earth science units on water, weather, and rock formations. The seventh-grade science curriculum integrates three life science units on ecology, botany, and genetics, with one chemistry unit on digestion and physiology. The eighth-grade science curriculum integrates two general chemistry units and two physical science units on force and motion.

Over two-thirds of class time focuses on performance-based labs, where students are actively engaged in phenomena first science. These labs are used as a formative assessment and account for 50% of the course grade. Unit quizzes and daily activities are additional formative assessments that account for 20% of the course grade. End of unit summative assessments accounts for 30% of the course grade.

Field middle school science teachers utilize a student-centered approach with a problem-based learning structure. Students work in small groups to problem-solve while the teacher's role is as a lead learner. The science classes use a blended- learning approach to technology integration. All resources are available both in print and as a digital platform.

The science teachers are reading and being trained on Group Work Strategies by Elizabeth Cohen from Stanford University's problem-solving consortium.

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

The Social Studies scope and sequence for Field Middle School is aligned to the Illinois Learning Standards for Social Science, the C3 Framework, the Illinois Social Science State Mandates, and the Common Core State Standards History/Social Studies Reading Standards. Social Studies teachers use a variety of primary and secondary source documents and Document-Based Questions (DBQs) to teach the four core disciplinary concepts: Civics, Geography, Economics and Financial Literacy, and History.

The 6th through 8th grade Social Studies curriculum is designed using the Understanding by Design framework, and each unit includes essential questions and supporting questions to guide students' learning. The 6th grade Social Studies curriculum focuses on Ancient World Civilizations, including River Civilizations, Classical Civilizations (Greece and Rome), and The Middle Ages and Renaissance. Seventh grade Social Studies focuses on American History, including the American Revolution, the Civil War, and the Illinois and United States Constitution. Eighth grade Social Studies focuses on Modern World History, including genocide, multiculturalism, and post-World War II policies and conflict. All three grade levels formally assess students' DBQ essays using a standardized rubric created by their PLC, and they also utilize unit tests and quizzes to assess students' content knowledge.

related to the Common Core State Standards History/Social Studies Reading Standards and the Common Core State Standards ELA Reading Informational Text Standards. During this process, teachers have been looking at the commonalities in these standards in order to share instructional strategies for teaching informational text standards to students.

1f. For secondary schools:

Our advisory curriculum ensures the inclusion of social-emotional learning, service learning, and executive functioning training for students. We use the Second Step program to teach social-emotional skills such as how to set goals, develop a growth mindset, improve emotional control, and learn conflict resolution skills. Service-learning opportunities for students include a school recycling program, volunteering at organizations such as Cradles to Crayons, Bernie's Book Bank, and packing meals for Feed My Starving Children. Our advisory program also provides explicit instruction on executive functioning skills. Students are taught specific organizational and study skills through the Rush Neurobehavioral Research-Based Executive Functioning Program.

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

2. Other Curriculum Areas:

All students are offered nine weeks of Art, Music, Family and Consumer Science and STEM. Our students engage in Physical Education and Advisory class every day, and many of our students participate in our Spanish program.

The visual arts curriculum aligns strongly with national standards, uses big ideas to make meaningful studio art, and connects across district curricula. The elements and principles of design are taught and used in all art classes. During our three-year curriculum, art is examined through the ages of Cave through the Renaissance, students engage in personal expression in a variety of 2D media including painting, printmaking, contour and value drawing, and one-point perspective, and create a body of meaningful work through a variety of 3D media including clay, wire, found objects, and movie making.

The goal of our music program at Field is to give students the tools to better understand how composers communicate through music, appreciate the joys of making music together, and develop the tools to be independent lifelong musicians. This is demonstrated through composition, musical analysis, and instrumental instruction with an emphasis on the ukulele, keyboard, and guitar. Our annual staged musical engages nearly one-third of the school, and our co-curricular choir develops each student's voice, musicianship, and character through the study of music from a variety of time periods and cultures. Our program is designed around the Illinois Arts Learning Standards.

The Field Middle School Physical Education Program is built upon the concept that physical education should be relevant and engaging for all students. We build our units and lessons to facilitate learning through the psychomotor, cognitive, and affective/socio-emotional domains of learning. Our program places a heavy emphasis on the affective/socioemotional domain by focusing on students exhibiting positive peer interactions, developing and displaying a healthy attitude, and fostering an inclusive mindset within an extremely diverse environment. We consistently promote the ideals of valuing the strengths of all individuals, as well as always displaying one's best effort.

Though we do focus specifically on fitness at designated times throughout the year, our program is primarily activity-based. We believe that by exposing students to a wide variety of sports and activities, the likelihood of students initiating engagement in physical activity increases. This approach empowers students to take ownership of their fitness and health outcomes.

Spanish is a three-year program that aligns to ACTFL/Illinois state standards. We focus on the practices of the OPI/oral proficiency and we use comprehensible input as the vehicle for language acquisition. A solid foundation is built upon layers and layers of input, the use of authentic and engaging resources and comprehension - based learning. Assessments do not focus on grammatical perfection but instead are

performance-based, focusing on the modes of communication (presentational, interpersonal and interpretive.) The end goal of the three-year program (equivalent to Spanish 1 at our local high schools) is for students to achieve a "Novice High" level of proficiency, although language acquisition develops at different speeds for all individuals.

All Field students are offered STEM. All sixth grade STEM students learn manual drafting skills and some basic principles of engineering. Students apply those skills to design a 10 inch by 3-inch truss. Using paper straws, glue and construction paper, each student builds their truss design and performs tests to determine the truss's efficiency rating. Seventh grade STEM students use the manual drafting skills they learned in sixth grade, combined with new learning about physics and aerodynamics to design, build, test, and race a CO2 dragster. Following the dragster project, seventh-grade students learn additional drafting skills through the Computer-Aided Drafting and Design (CADD) module. Eighth grade STEM students apply their learning from sixth and seventh grade in a 3-D Printing Vehicle Engineering unit. This curriculum is a comprehensive application of many skills within the realm of STEM and beyond. Students are guided through the design process as they tackle an engineering challenge with multiple learning outcomes. Among other things, students will: take an idea from paper to prototype; use CAD and CAM (like engineers) to make 3-D printed parts for their prototypes; work individually and in teams to develop design solutions; collect, interpret, and use experimental data to make improvements to their product; apply the mathematical concept of ratio to their design; and work within a budget to develop and perfect their vehicle design. The whole-class units and activities described above bring a wide range of common learning to the STEM Lab program. Eighth-grade students explore personal STEM interests through independent studies of individual STEM modules during parts of the academic quarter.

In 2013-2014, District 31 implemented a 1:1 device program at Field Middle School. All students were given an iPad to use at home and school. During the 2015-16 school, we evaluated the first three-year implementation cycle and chose the next device for the next three-year cycle; Google Chromebooks. Devices are to be used at home and at school. In addition to our incorporation of Chromebooks as our 1:1 device, during the 2016-2017 school year, all classroom teachers began using Google Classroom with students.

Family and Consumer Science (FACS) courses are offered to all students. These classes lean heavily on the Culinary and Nutrition areas of the National Standards for Family and Consumer Science Education, yet incorporate many of the other FACS and core academic areas of study in an application setting. During the three-year curriculum, students engage in concepts of sewing and pattern interpretations; learn trends in relation to health and well-being, and the science and advanced culinary practices through the baking and pastry specialty of cooking.

3. Academic Supports:

3a. Students performing below grade level

For students who demonstrated more explicit needs in studying and organizing, they are assigned to a Guided Study class which provides this additional instruction and time to organize and get started on homework under the watchful eye of a teacher. Guided Study also supports students identified as needing reading strategies, and Guided Study serves as a Tier 2 level of intervention. This daily intervention utilizes the research-based program Bridges to Literature which is a comprehensive program that touches on all components of literacy and is taught by an ELA teacher. Students who need more intensive reading support are provided Reading Intervention. This course is for students who are identified for Tier 3 services for remedial instruction. We utilize the Flex Literacy and Fountas and Pinnell Leveled Literacy research-based programs to build needed skills in fluency and comprehension. Tier 3 interventions are taught by ELA teacher, special education teacher or the Intervention Specialist.

We have two levels of math intervention, Math Strategies and Math Intervention. Math Strategies is a Tier 2 intervention for students who are struggling in the common core math class. It follows a "core plus more" philosophy in that it is essentially an extra 40-minute math class with your math teacher every other day in a small group setting. It allows for pre- and reteaching and review of concepts. Math Intervention is a tier 3

math intervention for students who have gaps in their knowledge. This intervention uses the research-based program Number Worlds, and this class is taught by a math teacher.

Additional opportunities for academic support are provided with Academic Lunch, Math Lab, Homework Hub and before school assistance; these supports are open to all students and are attended by choice. Academic Lunch and Math Lab are available during student lunchtimes and allow students to work one on one or in small groups with their classroom teacher. Homework Hub and before school assistance are open study times where students have access to teaching staff. Homework Hub is offered three days a week and is a 45-minute program for students to stay after school to work on homework in a supportive environment. This program is facilitated by three certified teachers. The goal is to make sure that one of those teachers is a math teacher in order to offer math support at all levels. Students also have access to additional assistance before school each morning in our Learning Resource Center. A Math Teaching Assistant, as well as an English Language Arts Teaching Assistant, are available each morning before school, for 25 minutes, to offer additional academic support for projects, homework, or study strategies.

3b. Students performing above grade level

For students performing above grade level, we have a leveled math system that offers a double accelerated and single accelerated math program at each grade level, and we have students who have attended math classes at the local high school. An enriched language arts class is also offered at each grade level. Students must qualify for these courses through a process that includes state assessments, nationally normed assessments, local assessments, teacher reference, and academic performance.

We have additional enrichment options in Math and ELA for students who exceed grade-level expectations. All three grade levels offer a section of ELA which is an accelerated curriculum in reading, writing, and speaking. Students in all three grade levels are also offered accelerated math courses: Double Accelerated Math, Algebra, and Geometry. We also field a Math competition team and a Science Olympiad team to participate in local and regional competitions. Academic Lunch, Math Lab, Homework Hub, and before school assistance is available as well.

For our band students, Field Middle School offers an advanced band; Wind Ensemble. Students must audition for Wind Ensemble and participation includes local and state competitions and invitational performances, including the annual Super State competition at the University of Illinois. For the 8th year in a row, the Field Middle School Wind Ensemble is one of 9 middle school bands in the state of Illinois to be selected for the University of Illinois Superstate Concert Band Festival, one of the most prestigious concert band festivals in the Midwest. To be considered for this invitation-only festival, junior high and high schools from Illinois submit recordings of their best bands, which are then sent to a listening panel of university band directors around the country. These evaluators determine which bands will be invited to perform at the festival.

In addition to ELA and Math acceleration, competitive Math and Science teams, and our Wind Ensemble, all students are provided differentiated instruction in all of their classes. Students showing the need for extension or enrichment are provided opportunities for more challenging learning experiences.

3c. Special education

To help close the achievement gap for students with IEPs whose test scores fall 10 or more percentage points below the test scores of their peers without IEPs, we employ a number of rigorous instructional methods.

For our students with the most significant needs, our special education teachers are utilizing individualized instruction in a self-contained setting. While only a small population of students learn in this setting, staff are dedicated to ensuring a combination of 1:1 and small group instruction in reading, writing, and mathematics along with opportunities for inclusion across the remainder of the day. Core academics are taught utilizing both alternate and parallel materials. The special education teachers are diligent in following grade level common core standards. Teachers additionally employ more frequent progress monitoring with

these students and utilize a team approach for writing and implementing IEPs.

For our students with targeted areas of need in the areas of reading, writing, math, or executive functioning, our special education teachers provide a wrap-around approach. The special education teachers co-teach in ELA classes and collaborate with general education teachers across all academic subjects. Additionally, special education teachers offer Resource classes that are typically no more than four students to ensure that each student receives individualized attention and targeted instruction in his/her goal areas. The Resource class is also a time when interventions happen. For example, we utilize F&P LLI (Leveled Literacy Instruction) for our students with reading comprehension as an area of need.

Our special education teachers work closely with the general education teachers to ensure that assessments are accommodated in accordance with IEPs. The special education department works hard to make sure that students with IEPs are receiving the same access to assignments and assessments as their general education peers, and that any accommodations put in place help to level the playing field for that student, rather than simply giving him/her an advantage.

3d. ELLs, if a special program or intervention is offered

Students receive ELL support through one period of sheltered social studies and eighty minutes of English Language Arts (ELA) instruction. Additional academic support is provided through one period of resource class, in which students may get assistance on assignments and continue practicing and reviewing concepts. Instruction for ELL students at the middle school level follows the Sheltered Instruction Observation Protocol (SIOP) model of instruction and planning. This research based model contains eight total components: lesson preparation, building background, comprehensible input, strategies, interaction, application, delivery and assessment. Mirroring the content taught in the core curriculum, the sheltered classes provide ample opportunities for language acquisition and development in the domains of speaking, listening, reading and writing. Students feel a sense of comfort in a smaller group setting, and may experiment and take linguistic risks as they continue to develop their skills. Student growth and progress are measured through formal and informal assessments, including NWEA Map scores and the ACCESS test.

Students who exit the EL program are monitored formally by the EL team for two years. The team utilizes the ELLevation electronic monitoring program to facilitate communication with staff, analyze student growth, and monitor students quarterly. At the end of each quarter, teachers are asked to evaluate the progress of the students who have exited the program, communicate any concerns or questions, and recommend students for additional support classes. Additionally, grade-level teams meet weekly to review student successes and concerns, and discuss the best strategies and options for supporting struggling students. Students who require additional support beyond sheltered instruction and resources may be enrolled in a targeted intervention. Field Middle School provides math strategy support and reading interventions for these students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Field Middle School students are engaged, motivated and provided a positive learning environment that supports the whole child. We subscribe to the middle school philosophy of students having a team of teachers who monitor their academic learning as well as student social and emotional health. In addition to the support provided by classroom teachers, our students engage in a daily Advisory program, where each advisory meets for 20 minutes daily and serves as a home base for students. Advisory activities consist of executive functioning lessons, goal setting, organization, social-emotional growth activities, and service-learning.

We have maintained a schoolwide behavior program through Safe and Civil Schools. Our focus continues on encouraging our students to use their Field PRIDE by being prepared, respectful, independent, dependable, and empathetic. Every year, during the first week of school, we explicitly teach students expected behaviors through an assembly and rotate students through ten different stations. The goal is to explicitly teach behavior expectations in a way that is tailored to the developmental needs of the middle-level learner. Staff is using our student management system to record behavior, and our behavior team meets monthly to review data and make next-step plans based on that data. We have revised our student recognition system to include a commendation component, where a teacher enters a student commendation into our student management system, and students and parents are notified. We use a Tiger Ticket system that provides for daily recognition of positive behavior and, weekly, students with Tiger Tickets have the opportunity to win prizes during lunch. We also recognize students with a “student of the week” award. The student of the week award is given to one student from each grade level and their picture is displayed on a bulletin board in the main hallway. At each monthly board meeting, a student of the month is chosen from each grade level and is recognized for their positive contributions to the school community.

Leadership is an important quality we continue to try to instill in all of our students. At Field, we focus on leadership development through service. Students participate in at least one service event each school year. Examples include students providing assistance to Cradles to Crayons (6th grade), Bernie’s Book Bank (7th grade) and Feed My Starving Children (8th grade). In addition to service projects, Field School has a student council, conducts a 5K run, and awards students who show leadership, effort, and achievement at Field (LEAF). Leaf awards are given out each quarter. Students may be recognized for any of those areas. Quarterly recognition is done in an all school assembly.

Student-led conferences take place in the spring for 6th-grade students and in the fall for 7th-grade students. These conferences provide students with an opportunity to talk to adults about their educational progress. During the conferences, the students share their educational goals, progress, and examples of their work. Together, the students, teachers and parents determine what each will do to help the student move closer to their educational goals. Students spend several weeks in advisory preparing for this meeting.

2. Engaging Families and Community:

The district has an active and involved parent community, including two-parent organizations--the Parent Teacher Organization (PTO) and the West Northfield 31 Education Foundation. The PTO funnels their efforts into volunteering and direct support to the two school communities, while the Foundation organizes several big fundraising events designed to finance big capital projects. In the last several years, the Foundation has helped support 1:1 initiative for all students, designing a maker space and STEM lab for each school, and helping to fund a new recreational space for both schools.

In addition to our parent organizations, parents are invited to participate in school improvement committees and are provided other opportunities for involvement. Parents and guardians are valuable members of our learning community and we value their input and perspective. This school year, the district formed two new committees to address equity in the district as well as our special services instructional model. The district hired outside companies to audit our district for equity and evaluate our student support delivery with

parents serving on these committees.

Parents are also involved in Field Middle School's application process for a re-designation as Illinois Horizons School to Watch through the Association of Illinois Middle-Grade Schools (AIMS). The application for redesignation is a rigorous process and part of this process involves a parent focus group. We were informed in February that we were awarded redesignation for the fourth time. The Illinois Horizons Schools to Watch recognition is open to redesignation every three years, and each year Field Middle School has applied, we have been honored. This summer, we will send representatives to the National Forum Annual Schools to Watch Conference in Washington D. C.

We keep parents informed of student performance through our Skyward system. Grade level teams provide a monthly newsletter, and the principal sends a weekly message to parents. Parents have access to view their child's grades at any time, and we also send automatic progress reports from Skyward every two weeks. Parents are also provided opportunities to attend teacher conferences twice a year, and our grade level team structure allows for parent meetings during the school day.

3. Creating Professional Culture:

This school year we have implemented early dismissal time on a weekly basis. Every Monday that school is in session, students are released at 2:30 pm and staff remains in the building until 4:55 p.m. This time is used for professional development, articulation across the school, collaboration between the middle school and the elementary school, curriculum evaluation and revision. This year Field staff will use some of this time to revisit and revise our mission and vision as well as develop collective commitments to our PLC. Early dismissal time is also used for sharing leadership through our School Leadership Team, Behavior Intervention Leadership Team, and our Executive Functioning Leadership Team. Until this school year, most of these activities were limited to once a month or took place during the school day requiring teachers to miss instructional time.

All content areas and building committees are offered time to collaborate over the summer, and all new staff are provided thorough training on our Executive Functioning curriculum. The principal facilitates bi-monthly faculty meetings to discuss school business, curriculum dialogue and content trends, including middle school best practices, technology, and student behavior. These meetings emphasize differentiation, collaboration, and social and emotional needs of students. Much of our programming is done in conjunction with our elementary school, Winkelman, and with our two feeder high schools, Glenbrook North and Glenbrook South. We aim to provide smooth transitions to and from Field Middle School for all students.

In accordance with the middle school educational philosophy and model PLCs, academic teachers at each grade level have 40 minutes of common planning time each day to share instructional strategies, discuss student issues, problem solve, and collaborate. The principal, social worker, psychologist, and intervention specialist meet with each team once a week.

4. School Leadership:

The culture of Field Middle School is centered on an expectation of high academic achievement for all students through shared leadership. Since we implemented a PLC system at Field three years ago, all staff use data to inform academic and behavior intervention decision making. The staff creates annual goals regarding student achievement. These student academic achievement goals are measured by NWEA MAP and the Illinois Assessment of Readiness. During the 2015-2016 school year, the District created a strategic plan that included the development and implementation of a shared leadership process: District Leadership Team, School Leadership Team, Professional Learning Community, and Subject Area Learning Teams to support our work of continuously improving academic achievement.

Field Middle School is an active member of the District Leadership Team, and membership on this team includes at least one classroom teacher and one administrator from Field. This group meets monthly and is charged with advising School Leadership Teams, monitoring district goals and communicating progress to staff and our Board of Education.

At the building level, a School Leadership Team (SLT) was created with members representing all content areas along with the building principal. This team meets monthly to share decision making and to problem solve. Members of the SLT also set building-wide improvement goals and monitor progress throughout the school year. All members of the SLT are leaders on their content area PLC team.

The principal and assistant principal are responsible for the overall program at Field Middle School. Building administrators ensure a safe and supportive learning environment with high expectations. The principal has a set weekly meeting with every instructional team in the building to seek input for school improvement, provide support and direction, and monitor progress of our learning community. Teachers are supported with minimal disruption during the school day so they can focus on meeting individual student needs. In addition, building administrators ensure teachers are provided time for planning with their subject area and grade level teams to continuously improve instruction. Both building leaders supervise and evaluate all staff with the Danielson Model of Teacher Evaluation where we use a collaborative approach to performance improvement. Teachers and their evaluators discuss ideas for instructional improvement and set professional goals that include student achievement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in our success is the implementation of the PLC model of continuous improvement. Understanding that teacher efficacy is a key factor to student success, the building established a PLC model in order to plan the curriculum, discuss instruction, and make data-based decisions. Field Middle School has a strong foundation of a PLC which focuses on learning, a collaborative culture, and is results-oriented. The PLC structure at Field is two-fold, where grade-level teams meet daily, and subject area teams meet bi-monthly. Subject area teams are also afforded summer curriculum revision time to collaborate. The PLC model allows us to incorporate research-based strategies for academic and socio-emotional success through the use of assessment data that is analyzed for the sole purpose of continuously improving our educational system for our students so all students have the opportunity to learn at high levels.

Grade level PLCs meet on a daily basis to discuss student academic and social and emotional performance. This time allows for teachers to evaluate current performance and determine needed intervention or extension. Once a week the building administration and student support representatives that include our building social worker, attend grade-level team meetings to offer support and provide information. Team meetings are also used as an opportunity for teachers to communicate with parents. Grade-level teams also use this time to plan interdisciplinary units of instruction, and to make adjustments to their Advisory curriculum to respond to behavior or academic-related concerns. Grade level teams are also charged with organizing and implementing our student community service learning projects.

The adoption of a weekly early dismissal provides educators with 2.5 hours of time at least twice a month to meet in PLCs and participate in professional development. Subject area teams use this time to evaluate student performance, inform their instruction and revise curriculum through data analysis of local and state assessments. The strength of these teams has increased with the implementation of curriculum coordinators for each subject area. Our coordinators provide support for both curriculum development and instructional practices.

Daily grade-level team meetings, and bi-monthly subject area team meetings are the avenues in which we can respond to student needs and continuously improve our instructional delivery. These strategies are focused on student achievement academically, socially, and emotionally.