

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 1959 Waukegan Road
(If address is P.O. Box, also include street address.)

City Deerfield State IL Zip Code+4 (9 digits total) 60015-1840

County Lake County

Telephone (224) 632-3001 Fax (224) 632-3700

Web site/URL https://www.dist113.org/dhs E-mail kanderson@dist113.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. Bruce Law E-mail dlaw@dist113.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Township High School District 113 Tel. (224) 765-1000

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	196	167	363
10	174	160	334
11	193	188	381
12 or higher	236	186	422
Total Students	799	701	1500

*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):
- 0.1 % American Indian or Alaska Native
 - 5.4 % Asian
 - 0.9 % Black or African American
 - 5.8 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 84.9 % White
 - 2.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 1%

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, 2020 until the end of the 2020-2021 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2020	1555
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Arabic, Armenian, Bengali, Bulgarian, Cantonese (Chinese), Croatian, Dutch/Flemish, Farsi (Persian), Georgian, Greek, Gujarati, Hebrew, Hungarian, Italian, Korean, Lithuanian, Mandarin (Chinese), Marathi, Mongolian, Pillipino (Tagalog), Polish, Romanian, Russian, Serbian, Slovak, Spanish, Tamil, Telugu, Thai, Ukrainian, Urdu

English Language Learners (ELL) in the school: 1 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 49

8. Students receiving special education services with an IEP or 504: 35 %
526 Total number of students served

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

- | | |
|-----------------------------------|---|
| <u>33</u> Autism | <u>19</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>297</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>116</u> Specific Learning Disability |
| <u>188</u> Emotional Disturbance | <u>37</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>14</u> Intellectual Disability | <u>11</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	17
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	97
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	35
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

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 15:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	95%	96%	96%
High school graduation rate	97%	97%	98%	97%	99%

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

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

Post-Secondary Status	
Graduating class size	418
Enrolled in a 4-year college or university	89%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	3%

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. 2009

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

Township High School District 113 aims to provide each student with the opportunities and support needed to reach their unique potential. While a robust curriculum and engaging instruction may be at the heart of student success, it is further enhanced by a focus on equity, student social and emotional well-being, and school culture and climate.

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

https://boardpolicyonline.com/?b=townshiphsd_113&s=541339

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

PART III – SCHOOL OVERVIEW

Deerfield High School is nestled among communities that make up the northern suburbs of Chicago. We are perfectly sized to provide every academic course, athletic event, and activity typically found in larger, surrounding schools – and, at the same time, small enough to easily track individual student progress and provide opportunities for our students to be easily seen and heard. It’s a perfect balance, and beyond a historical reputation for high achievement and extracurricular performance, there are powerful reasons why our school and district continue to draw families looking for the right place to prepare their children for their adult lives.

What you will draw from the various fields within this document and application is that we practice our belief in empowering students. From the first introductory experiences that incoming freshmen experience in the process of transitioning to the high school, we show our students how they may become involved as learners and participants in their learning communities. We understand that the four years we have with them are critical in building a young person who has confidence in knowing how they best learn, has an understanding of the resources surrounding them that may be called upon to help when needed, and has exercised an opportunity for them to understand their interests and perhaps “try on for size” a leadership role where they find their own voice and character.

Academically, we strive to provide a robust academic program in which every student is challenged and meaningfully engaged in courses to ensure success in high school and beyond. Through a wide variety of course options, we hope to spark creativity, promote critical thinking and problem-solving, and inspire interest in various subject areas and topics. Most importantly, our teachers aim to build learning communities that support each unique learner and emphasize the importance of teamwork and collaboration.

Partnered with a strong academic foundation, we also encourage participation in extracurriculars such as clubs, activities, and athletics. As a part of a well-rounded education, extracurriculars are not only an opportunity to engage in or explore a new passion but also an opportunity to build new connections and relationships with peers and adult sponsors and coaches, enhance leadership skills, and even improve academic performance. There is truly a club, activity, and sport for every interested student.

Our students’ voices are important to us, and we seek ways to hear their stories and enact upon what we learn. Structural changes to the building (i.e., gender-neutral toilet rooms, enhanced facility privacy, cafeteria re-design, Performing Arts Center plans, furniture selections) along with varied and inclusive course offerings (i.e. English electives such as LGBTQ+ Literature, Nature of Competition, Race & Identity, & Science Fiction,) are all example areas where feedback solicited from our students has informed capital and curricular directions.

Finally, guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL), we have made SEL a focal point for our collective work in strengthening our learning community. By incorporating both strategies and intentional practices for staff and students, we have created a climate that values the relationships we hold and the importance of each of our contributions. This effort has provided the foundation on which we stack professional development and building-wide efforts in intervention design/implementation.

Together, all of these elements coalesce to form what we know is a very special place. While our numbers will readily point to the strong achievement and performances of our students, it’s the behind-the-scenes work on supporting each other and empowering our learners that, we feel, bridges that distance toward being a truly great school.

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:

Deerfield High School offers a wide variety of engaging academic offerings that provide our students with the knowledge and skills that support character development and preparedness for post-secondary opportunities.

Upon entering Deerfield High School, we strive to ensure that our students have the knowledge, skills, and support to be successful and reach their fullest potential. To that end, every freshman student is enrolled in our Freshman Advisory program which provides them with a daily small group experience designed to orient them to high school and assist them in their efforts to be successful. During the school year, time is devoted to developing the skills necessary to help the students achieve success in and beyond the classroom, discussing a variety of relevant adolescent topics, monitoring progress, and providing opportunities to connect with peers and build community. Each advisory class is co-facilitated by a teacher and senior student advisors.

At each grade level, students are able to engage in college preparatory coursework in English, mathematics, science, social studies, physical education, fine & applied arts, and world languages that not only serve to meet state and district requirements but also develop and strengthen student interest and passions.

In addition to a focus on content knowledge and skills, teachers also emphasize a common set of school and community values that is lived via self-awareness, acceptance, kindness, support, respect, self-reflection, and role modeling. Known as the "Warrior Way" (our school mascot is the Warrior), the cultural goal is to promote a positive and connected community in and out of the building.

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

The Deerfield High School English Department is committed to helping every student attain maximum effectiveness as both a sender and receiver of language communication. Our commitment is based on the premise that language is the key that unlocks a student's potential. Challenging reading and writing experiences are an integral part of every course; in addition to these, formal speaking, discussion, research, and organization skills are developed through the English program.

The English department curriculum is aligned with the ELA Common Core State Standards. For all four years of English, the department utilizes power learning standards by grade level for reading, writing, listening and speaking, and language. While the associated grade-level targets and skills are recursive, they increase in complexity throughout a student's progression through the curriculum.

Enrichment opportunities in reading and writing are woven into the general freshman and sophomore curriculum & instruction based on student ability and progression. During their junior and senior year, students may receive further enrichment and engagement opportunities in Advanced Placement level courses, as well as special topics such as Race & Identity, Science Fiction, The Nature of Competition, LGBTQIA+ Literature, Creative Writing, and Media Studies.

Students that are in need of more intensive reading and writing support are dually enrolled in an Academic Literacy course to build literacy skills. This course is a Tier 2 intervention that is designed to support students across all academic disciplines (e.g. "Reading/Writing Like a Scientist," "Reading/Writing Like a Historian," or "Reading/Writing Like a Literature Expert"). There are clear, data-driven entrance and exit criteria for students in the course, and it has proven to close literacy gaps. This course, currently offered for 9th-grade students, helps students to be successful in all academic areas in high school and beyond.

The backbone of the English Department curriculum and instruction emphasizes social-emotional learning and the effort to create safe, positive, and inclusive learning environments and experiences that develop all students so that they can meet their potential. Teachers prioritize building caring and collaborative relationships with their students and among students by utilizing CASEL's signature practices. Furthermore, in creating a robust and meaningful curriculum, the English Department ensures it functions as both windows and mirrors to reflect and accurately reveal a multicultural world and the unique experiences of each individual. As such, the texts utilized for each course ensure that students are granted access to diverse perspectives (such as race, culture, gender, sexual orientation, class, etc.) and that the associated instructional strategies provide students with the tools and resources to talk openly about various topics including social inequality and discrimination.

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

The Deerfield High School Mathematics Department strives to cultivate sound reasoning and independent judgment habits and build student confidence in their knowledge of and ability to use mathematics in school, career, and life. The Mathematics department curriculum is aligned to the common core standards with problem-solving and reasoning at the core of all practices to ensure that all students think about and use mathematics in meaningful ways. While many students enter Deerfield High School with a foundation in Algebra, the Mathematics department provides multiple entryways through various course offerings to meet the needs of each student. Emphasizing the necessity of a strong foundation in Algebra, co-taught Algebra classes enable students to receive more individualized support to develop the skills necessary to meet their mathematical goals. For those students exceeding mathematical standards, courses such as AP Calculus BC and Dual Credit Multivariable Calculus & Linear Algebra provide accelerated placement opportunities for students to expand their studies in mathematics.

Teachers collaborate in course teams to develop units and lessons that enable students to work cooperatively to develop mathematical understanding, skills, and reasoning to challenge one another's strategic thinking. Students can typically be seen engaging with their peers in pods of 3-4 students to discuss and explain problems to one another. Embracing instructional technology opportunities, teachers often also utilize platforms such as Pear Deck to engage students in active learning, which allows teachers to immediately identify areas of growth and development for a shift in instructional practices.

In addition to common, teacher-developed formative and summative assessments, the Math department also utilizes NWEA MAP throughout the school year to monitor student progress and provide individual or small group support at the Tier 1 and Tier 2 level. For example, as a part of a Tier 2 intervention, math interventionists meet with identified students during free periods to pre-teach and re-teach skills to support their foundation and growth in mathematics knowledge and skills. Furthermore, in co-taught classrooms, math teachers work closely with special education teachers to co-create and teach lessons to support all learners through research-based instructional strategies and assessment practices.

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

The mission of the Deerfield High School Science Department is to empower students with scientific, communication, and critical thinking skills to creatively navigate an ever-changing world. The Deerfield High School science curriculum is structured on the Next Generation Science Standards (NGSS) with a Physics First approach (physics-biology-chemistry) to build a stronger foundation in scientific knowledge and understanding. This structure lays the foundation for more advanced high school courses in chemistry, biology, or physics and several specialized courses such as Anatomy & Physiology, Aquatic and Marine Science, Criminology, and Astronomy.

Science teachers employ a variety of instructional approaches, with a focus on hands-on lab experiences and instructional technology. A unique opportunity afforded to the science department is utilizing a sprawling campus that includes an outdoor classroom, river, and wide hallways, which may be used for science experiences. For example, during their ecology unit in Biology, students are able to conduct a river macroinvertebrate sampling in the river on our campus, which supports their learning and application of ecological pyramids, aquatic food chains, biomonitoring, and much more. Such rich experiences in science

have prompted the majority of our students to engage in four years of science coursework while in high school.

To assess student learning and progress throughout the school year, course teams implement common assessments to refine curricular objectives or instructional methods and provide additional support to small groups or individual students. Additionally, the science department has been working closely with a school psychologist to incorporate student self-assessment surveys before every assessment, which are used to provide 1:1 feedback to each student, including support with goal-setting and study skills and building confidence and motivation.

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

The Deerfield High School Social Studies Department believes that the Social Studies provide a framework for recognizing and accepting the responsibilities that come with being citizens of a democratic nation and members of a global community; that we should prepare students to meet these responsibilities through an unwavering commitment to the free exchange of ideas; that we should seek to develop in students a curiosity about and sensitivity to the environment in which they live; that at the core of democratic values is a belief in the value and dignity of each person; that developing in students an understanding of history, both of our nation and the world, is an essential part of developing informed citizens.

The Social Studies Department employs a curriculum that is aligned with the College, Career, and Civic Life (C3) Framework. The introductory course is an examination of World History with special emphasis on geography, international economic systems, and human rights through the use of primary and secondary sources, as well as literature and the arts. Students then progress to United States History. Both World History and United States History may be taken as an integrated course with English. This team-taught (English and Social Studies teacher) course follows both chronological and thematic sequences and explores a range of texts, including novels, non-fiction, primary documents, essays, and speeches. Students use one discipline to understand the other, and the format of the course explores the connections between them. The Social Studies Department also offers a vast array of elective course offerings, some of which enable students to participate in simulations and attend public meetings of units of local government.

Social studies assessments are comprehensive in nature, combining content mastery and skill development, including map and chart interpretation, reading comprehension, and analytical writing.

1f. For secondary schools:

All courses at Deerfield High School are considered to be college preparatory classes, which include 27 AP courses and three dual credit courses (Honors Earth Science, Multivariable Calculus, and Data Structures and Algorithms). Through our Applied Arts department, students may engage in numerous CTE courses to become college and career ready through the critical thinking and real-world application of technical skills. In Woodworking, Architecture and Engineering students learn how to use necessary technology and equipment to design and build. Students enrolled in our Child Development program work on a daily basis with our in-house preschool program (ages 2-5) to design lessons, provide feedback, and collaborate with preschool teachers and families. Honors Business Incubator offers students an authentic entrepreneurship experience, allowing them to create and fully develop their own product or service. Volunteer entrepreneurs and business experts support student teams in developing hypotheses about a business concept, testing those hypotheses, adapting, and further iteration.

Deerfield High School also partners with an off-campus program, Lake County Tech Campus, available to high schools in the area to provide students with specific career training programs. Students enrolled with Tech Campus spend part of their day at their home school (Deerfield High School) and the other part of the day at Tech Campus. In addition to high school credit, the Tech Campus also enables students to earn college credit and earn industry credentials at no cost through the College of Lake County. Through Tech Campus, Deerfield High School students have engaged in programs including Firefighting, Culinary Arts, Cosmetology, Certified Nursing Assistant, Automotive Service, Welding/Fabrication, and much more.

Graduates of these programs often transition to college programs based on their experience or directly to apprenticeship programs or careers based on their skill development or certification.

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

2. Other Curriculum Areas:

The Arts: The Deerfield High School Fine Arts aims to foster the student's search for their identity as a creative individual; we provide the facilities, technical information, and an environment of encouragement and inspiration. Discovering our cultural heritage, participating in the joy of creating, or simply enjoying with new perceptions something of value, is open to all - regardless of previous experience or ability level. In each area of the fine arts, we emphasize the development of individual artistic needs and interests. The Fine Arts department offers robust courses and programs to all students, grades 9-12, in Music, Dance, Theatre, and Visual Arts. Several of our courses are co-curricular, in which students regularly perform outside the school day, earning numerous local, state, and national accolades.

Physical Education: Deerfield High School requires eight semesters of PE with one semester of Health included. Understanding the importance of both physical and mental Health, students participate in PE at least 4 days a week within a rotating block schedule. There are many PE offerings so that every student's unique abilities can be reached, including Team Sports, Racket Sports, Weight and Conditioning, Outdoor Adventure, Mindful Movement, Sports Medicine, and PE leaders. In addition, Integrated PE emphasizes quality adaptive physical education through a peer buddy program to meet the needs, interests, and abilities of students with and without intellectual and developmental disabilities. A unique component of our Health curriculum is the implementation of social justice biblioguidance in which students choose a book from a carefully curated list of young adult novels and complete learning activities designed to promote social justice competence and improve their social/emotional skills, while at the same time developing the skills associated with the National Health Education Standards.

World Languages: At Deerfield High School, we are proud to offer Mandarin Chinese, French, Hebrew, and Spanish to all grade levels, with Advanced Placement offerings in French and Spanish. Our overarching goal is to help our students attain Intermediate High/Advanced-level proficiency in one or more world languages in addition to English; when they do so in all four language domains, they earn the Seal of Biliteracy, a prestigious award given to students by our state, school district, and school. Our DHS class of 2020 and class of 2021 earned a combined total of over 160 Seals of Biliteracy and over 160 Commendations Toward Biliteracy in the languages we offer and in heritage languages such as Russian, Polish, and Korean. ALL of our students' language acquisition journeys should be honored and celebrated, whether they take place at home, at school, or elsewhere.

Library/Media: The Library enthusiastically prepares all the students at Deerfield High School with information literacy skills they can use throughout their entire personal, academic, and professional lives. The information literacy curriculum taught by the librarians to all freshmen is where students learn about how to access and evaluate information. The Librarians also co-teach and work collaboratively with each department throughout the building. A special highlight is that through the collaborative effort with the Child Development teacher, the librarians teach a seminar on selecting children's literature appropriate for the preschool classroom.

3. Academic Supports

3a. Students performing below grade level:

Deerfield High School offers a variety of supports for students who are identified as performing below grade level or who are demonstrating difficulty in skill development.

Outside of Tier I classroom supports with an emphasis on building and supporting social-emotional

wellness, students may be referred to a MTSS intervention program that provides highly targeted skill support across English, Social Studies, Math, and Science curricula. Progress is closely monitored, and through teamed problem-solving processes, students who continue to demonstrate difficulty may be further referred to the Learning Assistance Program. This robust Tier II/III intervention may provide daily support in individualized areas of need. Students work with program “tutors” who are licensed staff members working within the program in lieu of a building supervision responsibility. Data suggest that students at this level tend to benefit from the program for at least one semester before either exiting the support altogether (perhaps back to a Tier II support) or possibly being referred for potential Special Education eligibility.

Through the use of Panorama Education and systems of student progress monitoring, building administrators and teachers track student progress and, with the aid of teacher feedback, identify students who appear challenged with respect to grade performances, attendance, or even social-emotional well-being. Department leaders meet on a weekly basis to track these individual students and trends – and then reach out to the individual teachers to problem-solve classroom interventions. This regular practice has already resulted in our identification of building-wide assessment and grading trends that inform our own professional development directions.

3b. Students performing above grade level:

Deerfield High School offers college preparatory curriculum at various levels that align to subject-area state standards but differ in the learning targets that enable students to receive support or enrichment based on their current academic progress. Honors, Advanced, AP, and Dual Credit courses engage students performing above grade level through learning targets with increasing complexity for a deeper level of understanding. Teachers and counselors work closely with students and families to identify courses that may be both intellectually challenging and support interests and passions.

3c. Special education:

Deerfield High School’s Special Education Department provides a full range of supports across resource programs and specialized instructional course offerings for students who experience disabilities. We pride ourselves on the relationships we cultivate with students and their families and our emphasis on truly valuing every member of a student’s IEP team. Students, across their school years, increasingly lead their own IEP meetings and report on the progress they have made in their goals. Licensed staff within the department split their duties between resource assignments and co-teaching within general education classrooms. For this next year, we are continuing to increase these assignments such that the majority of a Special Educator’s day will now be spent supporting students directly within classroom settings.

The forward directions for the department stem from ongoing programmatic analyses (Diverse Learners Audit; Staff Workload Analysis..) that we’ve employed to both inventory our practices and identify areas we want to strengthen. Whether it’s the development of grade-specific case management patterns (i.e., 9-10 and 11-12) or the mindful merging of specialized instructional level courses with general education counterparts, the department is a model of reflection and informed improvement.

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

At Deerfield High School, our English Language Learning Program is small but powerful, because we have several overarching goals that drive everything we do.

Our first goal is to welcome students from different linguistic and cultural backgrounds to our school and/or to the United States of America. Some of our students and their families, past and/or present, have come to the U.S. fleeing war, extreme poverty, and even death threats. It is our job to make sure that they feel safe and supported here at DHS.

Our second goal is to provide students with a research-based, rigorous academic program that prepares them for success in all of their subject areas as well as in their post-secondary plans, whether they involve college,

a career, or both. To that end, our ELL English Language Arts course combines novel studies, film studies, short story studies, non-fiction reading, research, debates on controversial issues, and the writing of personal narratives along with persuasive and expository essays. In addition to our ELL English language arts course, we also offer a TPI Guided Study. Areas of focus in this guided study hall include 1:1 homework and classwork catch-up, assistance with schoolwork in all subject areas, preparation for and the administration of assessments, and the review and explanation of school events, opportunities, calendars, and schedules. Our TPI Guided Study teacher also serves as a liaison between the ELL students and their content-area teachers, helping them communicate in a respectful, supportive, and productive manner.

Our third goal is to help our ELL students achieve honor and recognition whenever possible, such as the Principal's Service Award, the Seal of Biliteracy, or acceptance to the prestigious College Bound Opportunities program, a local organization whose mission is to mentor, empower, and inspire "low income, first-generation Scholars to overcome barriers, graduate college, [and] achieve success in life."

A final goal is to provide our school community with professional development opportunities that will enable ALL of us to better serve our diverse group of English language learners.

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

Deerfield High School offers a support club that reaches out to students who are racially and culturally diverse. The goal of Mosaic is to foster pride in racial/ethnic identity and empower students to reach their fullest potential. The long-term goal of Mosaic is to eliminate the instructional gap for our students of color, first-generation students, and students from multilingual homes. Approximately 25% of the students in Mosaic qualify for free books and lunch based on financial need. Mosaic is a four-year program. By the time participants graduate, they will have visited 4-8 college campuses, and they will also have participated in cultural activities and developed leadership skills. Each year, Mosaic members participate in age-specific college workshops led by postsecondary counselors. Over the course of four years, Mosaic students will visit a wide variety of college settings. The development of leadership skills is a major component of Mosaic. Students are encouraged to engage in leadership opportunities throughout the school. The Mosaic Executive Board is one of the chief ways in which leadership is fostered. Some of the accomplishments of the Mosaic Executive Board have included students leading meetings for the entire Mosaic group, helping organize fundraising events, and extending the group's social media presence. Through Mosaic, students will be challenged to think responsibly about the power of their own identity and the celebration of diversity in the Deerfield High School community.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We understand the critical importance of relationships we have with students, families, and each other in our professional communities. Our partnership with CASEL and the associated professional development in Social-Emotional Learning has informed our daily work. Modeled across administrative meetings to classrooms, we practice opportunities to build relationships, explore mindfulness, and understand the weight that our emotional well-being has in teaching and learning. Our Staff SEL committee outlines monthly themes that involve staff in activities that connect with our own SEL skills (i.e., sharing gratitude, picture shares, signature strengths). These, in turn, are often introduced into classrooms. As an example, staff are encouraged to welcome every student at their doorway - every day - and engage classes in small activities that build community.

Our daily Homeroom structure allows daily contact with students (for 12 minutes each day). These homerooms meet over all four years, strengthening community and the connections students have with staff members over time. Ultimately, these homerooms march, sit, and receive diplomas at graduation as a culminating event that celebrates the social and emotional connections they have shared. It is a visible and emotionally meaningful representation of what “relationship” means at our high school.

We maintained all of these practices during remote instruction and readily realized the importance of incorporating SEL activities at a time when physical presence could not be supported. Classrooms built community through online technologies and Zoom/Google Meet forums. Eventually, we began building in a “services” model that would welcome identified populations for whom in-person contact was considered essential. The school learned how to support these students amidst protocols and slowly increased our capacity to welcome more students under the model. The gradual and deliberate addition of students proved successful, and the emphasis on sustaining SEL strategies with our students during these times helped us maintain an awareness of their progress and status.

2. Engaging Families and Community:

Deerfield High School is fortunate to have strong, supportive partnerships with a number of parent/guardian and community organizations. Community the Anti-Drug (CTAD) is a school and community organization that supports and promotes efforts to keep young people drug and alcohol-free. The CTAD Director serves at our school, providing information to students and families about leading healthy lifestyles and leading a student group focused on being positive peer influencers. Deerfield Parent Network (DPN) provides community-wide and single-issue programming on timely topics of concern among our parent communities. School staff partner with DPN to provide workshops and keynote presentations to the broader school community. DPN also hosts a free prom after-party attended by 95% of our students to ensure that they have a safe, substance-free, late-night celebration. The Athletic Booster Club fosters athletic success, spirit, sportsmanship, and a commitment to excellence beyond the classroom for all 31 DHS athletic sports teams. Our athletic department and coaches work closely with booster parent representatives to promote Deerfield “Warrior” spirit and fund needs within the program. The District 113 Education Foundation enhances and enriches the educational programs within the District by promoting and supporting innovative educational opportunities. Fundraising events like a district-wide Pizza Bowl bring our community together and raise funds to provide support to our teachers for instructional purposes. Friends of the Arts supports the faculty and students in all of the Fine Arts programs at DHS. By attending any performing arts event at Deerfield High School, you routinely see a packed house with parents, grandparents, family and friends, eager to come together to watch our talented students, all with the support of Friends of the Arts. PTO supports more than 20 student organizations, scholarships for school activities, parent education programs, and more. PTO hosts quarterly Principal coffee sessions to bring parents together to learn about things occurring at the school and ask questions to support the experience of their student.

As a close knit community, we are fortunate to have generations of families who have attended Deerfield High School, remain active in the community or continue to return to special events that showcase the

talents of our students. In addition to attending athletics, activities or performing arts events, we also host a special event each school year in which our seniors bring their grandparents or a special person (VIP) to school. It is truly wonderful to see our seniors and grandparents/VIP share stories of their high school experiences on this special day. To that end, we also partner with a local group, Grand Times, which provides opportunities for retired and senior citizens to share their time and talents within the school by supporting teachers in the classroom or independent tutoring.

In addition to these formal organizations, we also have a number of volunteers from our community that support us in classes such as the Honors Business Incubator class where local entrepreneurs and business owners work with students to develop and implement their own business plan. Local musicians also give their time to students through individual lessons during and after the school day. Additionally,, during School Chest, our annual fundraising event, local restaurants, and businesses partner with the school to enable a portion of profits or donation of food and items to be used to raise funds for a good cause.

3. Creating Professional Culture:

Deerfield High School's professional development plan begins with a robust mentoring program in which new staff members are partnered with veteran staff members to learn about the school and develop as educators. Mentors and mentees collaborate on a weekly basis, while also engaging in quarterly workshops about instructional strategies, culturally responsive teaching, and much more.

Outside of the mentoring program, all teachers have access to a thought partner and coach through our instructional coaching program. Our instructional coaches provide multiple on-ramps for teachers to improve their practice, whether that be through professional development sessions, semester "challenges," coaching cycles, peer classroom observations, and feedback, or simple 1:1 conversations.

In addition, our weekly bell schedule includes a late start collaboration period so that course teams, departments, or the staff as a whole can work together to discuss student progress or engage in professional learning to support the development and implementation of curriculum and instruction. Institute Days are also utilized throughout the school year to provide teachers and staff with different learning opportunities from outside keynote speakers and the teacher experts within our school. Moreover, each department has a robust professional development budget to allow teachers to attend or present at various conferences throughout the school year that align with department or school goals.

Over the past few years, a primary focus at Deerfield High School has centered on SEL and relationship building. We have engaged with outside consultants to learn about trauma-informed practices, lessons learned from COVID, culturally responsive teaching, inclusive practices, and much more. To that end, this past school year, we developed a formal SEL plan, which emphasizes staff SEL at the outset to ensure that our staff have the knowledge and skills to model and teach our students. As such, the newly developed SEL Committee, composed of representation across departments and roles, focuses on strengthening Adult SEL competencies and capacities. In March 2020, District 113 received an SEL analysis from CASEL. One of the four focus areas identified in a systemic SEL implementation was "strengthen adult SEL competencies and capacity." The report stated, "Through enhancing adult SEL, the district can lay a foundation for promoting student development while equipping staff and teachers to manage the stress of their positions and build the relationships and instructional practices that are key to success for both students and staff." Each month, the SEL Committee leads staff in learning and implementing evidence-based strategies to increase well-being. Topics include but are not limited to mindfulness, gratitude, savoring, sleep, strengths, and much more.

4. School Leadership:

The administrative structure at Deerfield High School supports distributed leadership with an emphasis on empowering others through both formal and informal roles. The principal team consists of our principal and three assistant principals – all of whom have various focal areas (i.e., Master Scheduling/Assessment Practices; Student Support Services/Operations; Curriculum and Instruction. The assistant principals also enjoy “soft boundaries” through which each is capable and often responsible for covering a need in a given

area. In fact, various duties and areas of oversight are frequently shared or shuffled from year to year. The structure allows for flexibility, efficiency, and visibility within the building.

Each subject area (including Counseling, Technology, Activities, Athletics, Deans) is led by a Department Chair or Coordinator who is ultimately responsible for the evaluation of staff and the overall delivery of curriculum or programming within their area.

We also include within our administrative picture a number of informal leadership positions – all of whom carry critical responsibilities that directly support teaching and learning: Instructional Coaches (2); Teacher Mentors, MTSS Coordinator; Team Leaders within Special Education.

Perhaps the best example of how our full leadership team addresses the intersection of policy, program, relationship, and resources as they pertain to student achievement is in our Instructional Learning Team (ILT). ILT is comprised of formal administrators (principal team, Department Chairs/Coordinators) and informal leaders, and every week, we examine that week's data regarding student achievement, attendance, and SEL indicators. The team examines high-level trends across disaggregate groups and drills down to an individual student level. Because Department Chairs and informal leaders are on this team, each is equipped with real-time data to engage teachers in conversations about these students. It's there that specific problem-solving about Tier I interventions takes place within a very current and skill-targeted manner.

The principal team and Department Chairs/Coordinators also meet weekly to examine and resolve issues surrounding policy/practice and resources. Our principal provides a targeted agenda that is regularly re-focused on the building goals set for the given year. The team also engages in thoughtful professional development together (i.e., shared texts) that share the focal ideas for the building (i.e., SEL, assessment/grading, differentiation). The philosophy within this team is that, in our decision-making, each member represents the whole school and, ultimately, what is best for our students - not just the department/area they oversee.

Our leadership structure deliberately spreads the overall responsibilities of administration across numerous positions, both formal and informal. It is a model that empowers others and provides visible leadership closest to teaching and learning.

5. Culturally Responsive Teaching and Learning:

Over the past ten years, our school has made equity a pillar of work. It is overtly present in the establishment of our goals, professional development, support programming, facility improvements, and curriculum. When we explore the concept of equity, we include race, culture, sexual orientation, gender, and ability, and these are all lenses we actively employ in our planning and problem-solving.

Our systemic analysis of equity has led us to dig deep into understanding our school and identify where we observe diversity – and exactly where it is not represented, supported, or celebrated.

In particular, our professional development efforts this past year have included speakers and presentations on gender inclusiveness - specifically centered on Divisions of Gender: an Evolving Discourse. We arrived at this present focus following our school's active exploration into racial diversity and, upon hearing from our students and staff, expanded our equity work to better respond to some particularly relevant issues. In turn, this work has informed our facility improvement efforts (locker-room renovation plans to include gender-neutral changing rooms, additions of more gender-neutral toilet rooms in the building) and recent new course offerings (Race and Identity; LGBTQIA+ Literature).

Students with significant disabilities are regularly recognized and celebrated in our system. Our Warrior Buddies program attracts all students to engage in meaningful activities with their co-students within our Educable Life Skills program. We've added "Integrated" PE and music classes that pair students with varying abilities in a common curricular experience. And, each spring, we fill our gymnasium to cheer on the students in this program for their basketball game against a rival school. These efforts help us to teach understanding and the celebration of all students in our school.

Our daily Homeroom structure allows us to readily “push-in” topics for discussion and processing. At times, we easily adjust our schedule to provide deeper work with current events, crises, and social movements. For these powerful opportunities, we support our staff by providing lesson outlines and templates so that they are equipped to enter the discussions with common information and direction. Also, at these times, our counseling staff plan for student needs and provide a combination of individual and group supports.

Finally, our Warrior Way culture provides a set of school and community values that is lived via self-awareness, acceptance, kindness, support, respect, self-reflection, and role modeling. We highlight these values in our words and branding, and, as such, have made this a foundation on to which we readily place our conversations about equity and inclusion.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Deerfield High School empowers its students. It's a belief that we transform into practice both in and outside of the classroom.

Like most other schools, we build our learners to take the initiative of their own learning. This might be observed in the four-year planning process that counselors share with students or the self-directed IEP meetings that our 11th and 12th graders (in particular) lead. And, of course, leadership opportunities run across activities and athletics where team leaders and captains assume various coordinating roles.

But some other opportunities also stand out as hallmark student experiences within our school:

Our Physical Education program employs a PE Leaders program that involves both a student's junior year (the course that teaches leadership and teamwork elements within a PE classroom setting) and senior year (where students actually assume the role of an instructional leader for a PE class.) While our PE Leaders certainly support a teacher in running curricular experiences, these students involve themselves with the students they support and lead in these classes. This is an opportunity open to all students who have an interest.

Our Senior Advisor program connects senior students with our Freshman Advisories (year-long courses that help 9th-grade students transition to high school and learn/practice effective student behaviors). Senior Advisors lead activities, assist students, and similarly assist the teachers in the operation of the classroom. The student perspective they share is particularly moving when these classes engage in adolescent-centric topics.

Our Senior Teaching program connects any interested senior students with teachers and classes in the role of a teaching assistant or, in some lessons, co-teacher. Students become matched with classes based upon course interest and, in many cases, past relationships they have had with teachers. Senior Teachers often assist teachers in providing ancillary instruction to individuals or small groups of students, provide assistance in general housekeeping duties, and may even take the instructional lead for lesson elements, and we have assigned them across every subject matter, and course level (even AP/Honors) offered.

Additionally, each year, as a whole school effort, our students lead three powerful events: School Chest, Genocide Commemoration Day, and Jam for Justice. School Chest is an annual three-week-long charity drive led by students to raise money for a selected beneficiary. During these three weeks, the efforts of the student body, staff, and surrounding Deerfield community are synthesized with the mission of raising funds and awareness for the beneficiary, typically totaling over \$100,000 on an annual basis. Genocide Commemoration Day is an event that honors victims and survivors with a variety of experiences that we hope will offer meaningful remembrances, inspiring stories, and awareness of current issues that may move many to action. Each year, the student-led committee designs exhibits and interactive in-person and online experiences and hosts an all-school assembly to hear from three keynote speakers about their experiences. Jam for Justice is a combination concert and fundraiser operated by Deerfield High School's Human Rights Club. Each year the student-led club brings in several outside organizations and community members to raise awareness and funds to address societal issues such as housing insecurity, racial justice, mental health, and much more. These extraordinary events are not only incredible learning opportunities but also unite the entire student body and community towards a common goal.

In addition to the other opportunities that most schools naturally provide, each of these programs gives our students a platform from which to "try on" a leadership role and practice the organization, communication, and empathy that empower them in their future lives.