

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 2300 Shermer Road
(If address is P.O. Box, also include street address.)

City Northbrook State IL Zip Code+4 (9 digits total) 60062-6722

County Cook County

Telephone (847) 509-2400 Fax (847) 509-2411

Web site/URL <https://gbn.glenbrook225.org> E-mail gbnprincipal@glenbrook225.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Charles Johns E-mail cjohns@glenbrook225.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glenbrook High School District 225 Tel. (847) 998-6100

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Bruce Doughty
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 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, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	534
10	529
11	477
12 or higher	522
Total Students	2062

*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
 - 20.5 % Asian
 - 0.7 % Black or African American
 - 5.1 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 68.4 % White
 - 5.1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	82
(3) Total of all transferred students [sum of rows (1) and (2)]	99
(4) Total number of students in the school as of October 1, 2021	2052
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

American Sign Language, Arabic, Armenian, Assyrian (Syriac/Aramaic), Bengali, Bulgarian, Cantonese (Chinese), Chaochow/Teochiu (Chinese), Farsi (Persian),

French, Greek, Gujarati, Hebrew, Hindi, Hungarian, Italian, Japanese, Korean, Lithuanian, Malayalam, Mandarin (Chinese), Mongolian, Montenegrin,

Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Tajik, Telugu (Telegu), Thai, Turkish, Ukrainian, Urdu, and Yoruba.

English Language Learners (ELL) in the school: 2 %

44 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 103

8. Students receiving special education services with an IEP: 15 %
Total number of students served 311

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

<u>56</u> Autism	<u>12</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>75</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>73</u> Specific Learning Disability
<u>49</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>15</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 13 %
Total number of students served: 259

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	15
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	122
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	37
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	33
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	20

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	95%	95%	95%
High school graduation rate	96%	96%	97%	96%	98%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	509
Enrolled in a 4-year college or university	86%
Enrolled in a community college	7%
Enrolled in career/technical training program	1%
Found employment	2%
Joined the military or other public service	1%
Other	3%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2008

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

We Respect, We Accept, We Inspire, We are Spartans!

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

<https://resources.finalsite.net/images/v1642527871/glenbrook225org/sjnlgwff6y3odg6koqvni/6010-Nondiscrimination-Including-Title-IX-and-Section-504.pdf>

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

N/A

PART III – SCHOOL OVERVIEW

Glenbrook North High School is a comprehensive public high school in Northbrook, Illinois. The 2022-2023 school year marks the 75th anniversary of District 225 and we are recognizing the milestone by highlighting students and staff, both past and present who have made The Glenbrooks a special place to learn and grow. We consistently hear stories about multiple generations of families attending Glenbrook North High School and how the school has shaped them into the professionals and community members they are today.

Historically, students refer to the 4 As when talking about aspiring toward excellence in our school. Academics, Activities, Athletics, and the Arts and the opportunities within those domains provide students with a solid foundation that serves them well while at Glenbrook North and into the future.

Each month, staff members nominate students who embody the Class Act motto, “We respect, we accept, we inspire, we are Spartans!” Winners and their families are invited to attend a breakfast where they are honored by the staff member who nominated them. This traditional celebration showcases respectful students from all grade levels with varying academic abilities and leadership skills who live up to the motto.

Glenbrook North’s teaching staff retention rate of 95% is a testament to the trust we place in our educators to work autonomously and make the best educational decisions possible for their students. Our educators are passionate about their subject material and create meaningful authentic lessons that continuously motivate students while also being responsive to diverse learning needs. There is a balance between common goals and individualized paths that Glenbrook North staff has been able to successfully navigate through the work of the school improvement committee.

The school improvement committee was developed in response to the need of having a framework designed to engage staff members in discussions and solutions about how to best serve students. The original framework evolved into three distinct focus areas. The teaching and learning, staff climate, and student well-being sub-committees are co-facilitated by an administrator and a teacher-leader. The strategies and activities of the school improvement committee and the sub-committees will be woven throughout this application to illustrate the alignment between departments.

When members of the teaching and learning sub-committee searched for a common thread linking the needs of our staff with what the research demonstrated, they found that personalized and relevant professional development is the key to being effective. Based on the research, the team recommended that faculty members and the school administration engage in conversations about an instructional coaching program. Through their collaborative efforts, an instructional coaching model was researched and developed with two instructional coaches appointed at the beginning of the 2022-2023 school year.

The purpose of having a staff climate sub-committee is to ensure that Glenbrook North High School staff members felt cared for so, in turn, they can care for the needs of our students. Serving as a powerful voice that influences structures and supports throughout our building has had a positive impact on the adults in the building. A few specific ways in which this work has manifested itself include the ways and manner in which staff voice and collaboration occur at Glenbrook North High School, including a restructuring of professional development day schedules and time, increased value and participation in faculty, staff, and administrative collaboration, and the creation of an equity steering committee to ensure all faculty and staff have a voice in this foundation area of focus.

There is a national conversation around the ability of schools and educators to address students’ growing mental health challenges. Members of the student well-being sub-committee recognized that they could fundamentally change the experience of students at Glenbrook North High School directly related to stress and mental health. We are proud to be one of the first large comprehensive high schools to train every staff member and student using The National Council for Mental Wellbeing Mental Health First Aid model. The structured workshop provides teens with the skills they need to have an action plan to help friends and peers facing a mental health challenge or crisis, such as suicidal ideation. We are training students and staff using a

tiered approach. During the 2021-2022 school year, all administrators, faculty, and students in grades 10-12 were trained. At the beginning of the 2022-2023 school year, health teachers and school psychologists co-facilitated the training embedded within the required health curriculum taught to all 10th-grade students. At the same time, security personnel, instructional assistants, and administrative assistants were trained. Going forward, the training is embedded in the new teacher orientation to guarantee all faculty are certified in Mental Health First Aid training. This training has increased our reporting of mental health concerns by students and staff to both school administration and community partners.

In this application, you will see the impact of collaboration and voices across school stakeholder groups (students, parents, staff members, and community organizations) and how our success is truly the result of this collective efficacy.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

In the English department, students simultaneously explore literature and language to cultivate their skills in five major areas.

First, students will understand how to use writing and speaking skills to discover and test their thoughts and articulate what they know.

Reading and listening skills are essential for students to develop for gathering information, interpreting data, evaluating ideas, and constructing responses.

To express themselves meaningfully, students must understand that language usage, syntax, diction, and genre shape the expression of ideas.

When studying literature, students will understand that a literary work is the product of an author's craft, contains observations about the human condition, and reflects the history of ideas.

Students develop critical thinking skills by considering alternative perspectives, identifying unexamined assumptions, and building a capacity for reflection.

Before assessing students, members of the English department establish clear expectations at the onset of the task. Informative rather than punitive assessments, especially concerning writing instruction, provide clear feedback students use to improve their skills. The goal is for students to identify, understand and refine their learning and composing processes.

Students can access multiple supports related to English classes through skill enrichment classes such as reading skill development and foundations of writing. The English Resource Center provides students with a quiet space to complete homework or meet with classmates to collaborate on group projects. English teachers are regularly available during office hours to assist students with English course assignments. The Academic Resource Center (ARC) is a welcoming environment where students are encouraged to seek support for reading, writing, and speaking. ARC tutors question instead of correct, help instead of criticize and understand instead of evaluate.

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

The extensive math curriculum meets a student's unique needs, allowing them to achieve their math goals as they progress through a 4-year sequence. The robust course offerings foster and promote student inquiry, collaboration, and problem-solving in more than 20 courses, including four AP courses and capstone experiences in post-calculus mathematics and post-AP computer science. Course progression and sequencing allow for smooth student transitions between classes. Students can access AP courses during their sophomore year, which will enable them to dual-enroll in interesting math courses.

Students learn differently, and math course assessments support multi-modal ways of learning. The Math Resource Center offers multiple avenues of intervention(s) customized to meet students' individual needs. Small-group and personal appointments, a comprehensive math peer tutor program, and support for students who seek to challenge themselves through future course placements are available. Many academic interventions serve students experiencing difficult transitions due to illness, mental health, and other socio-emotional or physical challenges. Student wellness and balance are integrated into all interventions and supports.

The classroom assistant program allows students interested in pursuing a career in education to participate in

real-time classroom experiences under the direction of trained mentors and educators. For more than ten years, this program has helped foster students' interest in the education field.

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

Two science department sequence options are available for students to engage in biology, chemistry, and physics. Core science courses at all academic levels share culminating learning outcomes aligned to the Next Generation Science Standards. Students are taught disciplinary core ideas and learn through science and engineering practices with hands-on experiences and peer or whole-class collaboration.

After completing the core sequence, students choose from a menu of eleven elective courses to engage in areas of interest or career exploration, such as plant science, science and technology, and forensic science courses. The electives expose students to the application and integration of core science courses while building on their critical thinking and problem-solving skills to explain scientific phenomena. Offerings include Physics 1 and C, Environmental Science, Chemistry, and Biology Advanced Placement courses.

Cross-cutting concepts are discreetly embedded in courses, assessing students in the three dimensions. Assessments often require students to participate in a laboratory investigation or data analysis incorporating both content and skills to demonstrate a deep understanding of the power of problem-solving in the sciences.

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

The social studies curriculum allows students to explore past and present human experiences through global, national, local, and interpersonal lenses. The department curriculum bedrock consists of three core courses: History of World Civilizations, which most first-year students take; Civics is available to sophomores, juniors, or seniors; and United States History, offered to juniors in one of four levels. Between sophomore and senior years, students choose from 15 elective courses that provide a richer, more in-depth history curriculum that includes pathways to geography, political science, and the behavioral sciences. Six of the electives are Advanced Placement classes.

While content mastery is part of the department's mission, the design of social studies classes develops students' critical reading, thinking, and communication skills, equipping them to approach complex challenges and opportunities through reasoned and informed decision-making.

Capitalizing on ninety-minute class periods, teachers deliver student-centered, multi-modal lessons with direct instruction while engaging students in discussion, simulation, and investigation centered on research and primary documents.

Social studies teachers use a variety of instruments to assess students' skills and abilities. Beginning in the History of World Civilizations class, the department follows a road map to develop students' knowledge of claim-based writing, research, and the deployment of research in writing, public speaking, and group project presentation.

Advanced Placement course assessments align with AP exam requirements, which generally include claim-based writing and the analysis and use of documents.

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

Career & Technical Education (CTE) courses blend academics and career education into a practical program with rigorous coursework that prepares students for various careers. Career and Technical Education courses enhance students' skills in communication, critical thinking, problem-solving, entrepreneurship, and leadership with real-world applications. Students can take classes in entrepreneurship, finance, management, marketing, culinary arts, early childhood education, fashion (construction, design, merchandising), hospitality, automotive, carpentry, welding, metalwork, architecture, computer programming, engineering, and game design.

The school offers nine dual-credit architecture, CAD, engineering, welding, early childhood, and financial accounting courses. Interested students may earn industry certifications in Gateway to Opportunity Credential – Level 1 Early Care and Education (ECE), ServSafe - National Restaurant Association Sanitation certificate.

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

Glenbrook North High School has a laboratory preschool that allows students to observe, interact, and assist preschool-aged students in a child development class.

Preschool-aged children, known as little Spartans, receive individualized attention and participate in various activities using stimulating materials that help them build relationships with peers. Students learn and develop many skills in literacy and language development, math, logical and scientific thinking; social and emotional relationships; and music and art.

The enrichment component of the preschool program benefits the littlest Spartans, high school students, and staff. Staff members from various departments throughout the school have offered the combined talents of our school community. We have combined the many talents of our school community by working with multiple departments, i.e., math, science, choir, band, English, and world languages.

The curriculum is play-based with a focus on curricular areas and socialization. Besides the development of the core academic areas of reading, writing, science, and math, there is a focus on social skills and conflict resolution development. High school student teachers and staff members practice effective interpersonal problem-solving techniques with preschool students, such as using their words, not their hands, when upset and practicing effective positive communication.

Preschool teachers develop annual themes based on kindergarten preparation, student interests, and secular holidays. Each theme contains math, reading, writing, science, social studies, art, and cooking activities that align with the Illinois Early Learning Standards.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Historically, the arts have played an integral part in the lives of many students at Glenbrook North High School, with generations of families participating in the visual and performing arts. As part of their graduation requirement, students in all grades take fine arts classes offering 90 minutes of instruction every other day. Students regularly achieve at the highest levels in music, theatre, visual art, or broadcasting. At the same time, they learn collaboration, critical thinking, creativity, and reflection skills. Additionally, on annual surveys, students in the Fine Arts report higher levels of grit, growth mindset, and sense of belonging than their peers.

Classes offered include band, choir, orchestra, music production, Advanced Placement music theory, guitar, drama, radio broadcasting, television broadcasting, sports broadcasting, ceramics, photography, graphic design, painting, drawing and design, Advanced Placement Art, and Digital Imaging.

2b. Physical education/health/nutrition

Glenbrook North High School is committed to ensuring that students participate in regular physical activity to build a foundation for sustaining physical fitness and healthy living styles that improve cognitive performance and brain health. The physical education and health curriculum provides students with an understanding of human anatomy, stages of growth, nutrition, ways to avoid harmful actions or decisions, and engaging in positive health habits. Students learn the importance of communicating their health needs

to teachers and professionals and taking responsibility for their health. The health curriculum allows students to acquire functional health knowledge and essential skills to maintain personal health. Students take physical education and health classes every other day for 90 minutes. Students take regular physical education classes for four years and health for one semester during their sophomore year.

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

When students study a world language during their career at Glenbrook North High School, they are taught language usage and the importance of being global citizens. World language teachers inspire students to appreciate language acquisition and become culturally competent with curricula driven by research, World-Readiness Standards, best practices, and proficiency.

Students in all grade levels are supported based on their learning styles and need as they progress from level 1 through Advanced Placement classes in French, Mandarin Chinese, Modern Hebrew, Spanish, and Russian every other day for 90 minutes. American Sign Language will be offered in the 2023-2024 school year. We are proud to offer a Spanish program designed to reach students with learning challenges who, historically, may not have enrolled in a world language class. Students in the program receive individual attention, engaging tasks, performance-based assessments, and motivation.

2d. Technology/library/media

The Glenbrook North High School library's extensive resources include print, ebook, and audio copies of fiction and nonfiction titles and a set of databases appropriate for freshman through college-level research. The district's technology infrastructure allows access to digital resources both in the school and remotely. The library employs three full-time state-certified teacher-librarians and three paraprofessionals. The paraprofessionals take care of all administrative tasks, allowing the librarians the flexibility to team teach, collaborate and focus on instructional initiatives. Librarians and teachers work together to provide a consistent information literacy curriculum that aligns with Illinois state standards. One common team-taught project is the junior English research paper, completed by every Glenbrook North student. It requires student mastery of research skills, emphasizing searching, evaluating, and ethical use of sources in a written essay. In addition, teacher-librarians collaborate with teachers to book talk, design research projects, and curate diverse resources for all curricula. Librarians also provide professional development, and they meet regularly with students and faculty one-on-one for research consultations and independent reading suggestions. Finally, the Glenbrook North Library provides a welcoming space with quiet and small group study spaces for students before, during, and after the school day.

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

Founded in 1981, the Glenbrook Academy of International Studies is a nationally recognized four-year program integrating the teaching and learning of English, Social Studies, and World Languages for students in the Glenbrook High Schools. The academy is designed for academically talented students. The distinctive feature of the Academy curriculum is the linking of English, social studies, and the world language program. The Academy places a higher emphasis on the quality of student performance than on its quantity. Academy students are not assigned more work than their peers in honors classes. However, they are expected to demonstrate excellence in responsibility, initiative, and critical thinking. In this sense, the Academy is generally more demanding than many honors courses.

Eighth-grade students interested in the program must submit an application interview with academy faculty and students. Placement is based on middle or junior high school placement information, three teacher recommendations, and impromptu writing derived from a brief reading on a current global topic. Only thirty-eighth graders are selected for the incoming ninth-grade Academy class.

Academy students may also take other elective courses as time and course offerings permit.

3. Academic Supports

3a. Students performing below grade level:

Students who need additional support in Reading and Math are identified using standardized test data, grades, and curriculum-based screeners as they enter high school based on information shared by our partner middle schools. Teachers and peer tutors add students to caseloads and receive support in resource centers in reading, writing, and math. Sometimes, students are assigned appointments with a teacher for the duration. For other students needing help, interventions include working with their teacher or visiting a drop-in center.

Students on caseloads or recently exited students from receiving structured support are monitored by coordinators of content-resource coordinators who periodically check grades and meet with students. Teachers can identify students at any point and find support at the content resource centers as determined by counselors or program coordinators.

Students in grades 9-11 take the PSAT and SATs. Tests administered each spring produce data identifying areas of support for students.

3b. Students performing above grade level:

Supports for students performing above grade level are available in content area resource centers. Teachers and peer tutors are available during the school day to help with math, English, science, social studies, and world languages. Students may make appointments with a teacher drop-in during their resource time. Peer tutors support students striving to go beyond the typical student level of performance and enrich their learning through independent study and pursuit of deeper content knowledge.

Students can enroll in ACT and SAT prep courses beyond the school day. An external organization provides services for a fee. Students in grades 9-11 take the PSAT and SATs.

3c. Students with disabilities:

Individualized plans are designed for students who perform discrepant from same-aged peers even with the implementation of intensive general education supports and services. Specialized interventions are chosen based on a review of various data points gathered through informal and formal assessments. Goals and plans are established with parental and student input, and progress monitoring data is collected to ensure growth. Approximately 15% of students at GBN receive specialized instruction for disabilities impacting academic achievement, cognitive functioning, health, social-emotional, functional, communication, hearing/vision, and motor. Interventions are chosen based on student needs and research supporting the efficacy of the treatment. For example, students with significant reading deficits receive intensive support through evidence-based programs, including Read 180, Read Naturally, Lindamood Bell, and University of Kansas strategies. The team actively reviews individual student data against the norm for the child's age and grade to work towards closing or lessening the achievement and functional gaps. In cases where students are not predicted to make gains sufficient to perform on target with peers, students are taught strategies to compensate for their identified areas of need and perform to the best of the individual's ability. Further, all specialized programming is designed with the student's post-high school goals to ensure they have the skills necessary to launch into young adulthood.

3d. English Language Learners:

The English learner (EL) program serves students using a sheltered instruction model with courses offered in English, social studies, science, physical education, and career and technical education departments. Sheltered courses serve students currently designated as limited English proficient (LEP) and some students previously designated as LEP. One content area and certified EL teacher and one EL-certified instructional assistant teach classes. Between six and ten sheltered EL classes are offered annually across content areas to address the varying needs of our EL population.

Course content aligns with the curriculum of its mainstream counterparts, exposing students to materials, texts, and writing assignments. EL students receive structured support and benefit from small class sizes,

two teachers per class, and integration of the WIDA grade level and content standards for each subject area.

Students are assessed in their reading, listening, writing, and speaking competency with formative and summative assessments. Like their mainstream peers, they are evaluated on their content mastery in summative assessments. Additionally, each LEP student is assessed using the WIDA screener and the state ACCESS test, which, coupled with content course mastery, helps determine future course placement.

Students who demonstrate proficiency in EL-supported or mainstream courses move to the appropriate course the following year. Students work toward a full mainstream schedule with reduced EL support. Combining EL and mainstream courses prepares them for whatever post-secondary path they choose.

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

N/A

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Glenbrook North High School students can participate in more than 200 elective classes during their high school careers in addition to state-required core academic classes. The range of electives offered allows students to participate in courses that pique their interest. Examples of exploratory types include automotive, computer programming, fashion, world religion, and Hebrew.

The teachers at GBN are highly qualified and work in an environment where professional development is encouraged and embraced. Seventy-five percent of the teachers hold master's degrees or higher, and 99% receive an excellent or proficient rating on evaluations. Between 96-98% of the GBN students attend a two or four-year university. By most historical accounts, students succeed during their first year of higher education, as the National Clearinghouse data demonstrates.

2. Engaging Families and Community:

Glenbrook North High School is deeply committed to fostering partnerships with parent and community groups. One of our most vital foundational partnerships is with the Glenbrook North parent association, whose members support teachers and the school while providing critical input on many school-level decisions. Parent Association members serve on school committees, including safety, curriculum council, and the all-school workshop committee assessing the needs, planning activities, and improvements in these essential areas.

Representatives from the parent association were an integral part of the school climate study team charged with reviewing data from a school-wide survey and developing an action plan for the school. Engaging parent association members throughout the year provides valuable parent voices.

The school also benefits significantly from the work of the Korean Parent Association, which serves families who speak the largest home language other than English in the school. The parents have a space to share valuable resources and information and build community with our Korean and Korean-American families.

An example of community partnership beyond parent participation is the Community Mental Health Board, a multifaceted collaboration between several local mental health organizations and students, staff, and parents. This powerful partnership laid the foundation for Mental Health First Aid for all students. It ensures proactive and responsive programming and services are available throughout the community.

Finally, the Glenbrook North Grad Night committee is a parent-led group that works with business partners and organizations throughout our community to provide a safe free graduation night experience for seniors. The decades-long tradition is a capstone experience for students, which speaks to the commitment of our community support for Glenbrook North High School.

3. Creating Professional Culture:

Glenbrook North focuses significantly on staff climate. We are partnering with the National School Climate Center (NSCC) to solicit feedback from staff members on how our staff feels valued and supported and the opportunities for growth in those two areas. We have assembled a team of administrators, teachers, parents, and students who analyze the data and identify actionable changes to improve the experience for our staff. This commitment and partnership with NSCC will extend into the 2023-2024 school year to ensure that the action plan created this year is impactful and implemented in a way that genuinely improves the culture at Glenbrook North High School.

Two different facets of our School Improvement Committee focus on creating a professional culture: the teaching and learning subcommittee and the staff climate subcommittee. By focusing on moments for our

staff to gather and build community through events such as trivia, morning coffee bars, and more, the goal is to fully display that we value our staff at Glenbrook North High School. Furthermore, the greater community has exhibited how they value our staff through small gifts, catered lunches, and treats. Of particular note is the luncheon provided by our Korean Parents' Association, soups supplied by a local restaurant called Grill House, and the Parents' Association's sweet treats on occasion.

As is our philosophy around student learning, staff professional development often involves choice and teacher voice. The teaching and learning subcommittee plays a considerable role in this endeavor. During our "Glenbrook Day," a full day of professional learning for our staff, teachers can host large or small group sessions that focus on topics that are timely and relevant to their curriculum and classroom experience. Intermixed with those options are topics from District administrators and outside professionals, such as Lurie Children's Hospital. Our instructional coaches also serve in an instructional role during professional development sessions.

We continue offering Mental Health First Aid for new staff members to ensure a common language and support for struggling staff members or students. We partner with education experts on topics such as student well-being and responding to school hate speech incidents. Staff members are also encouraged and supported financially to seek professional development that may require travel. Our staff is well-represented at the state and national professional organization conferences as a means to grow their professional toolbox and network.

4. School Leadership:

Glenbrook North High School's leadership philosophy is that engagement with staff members and students is vital to ensure a strong sense of collaboration and responsiveness. Current structures allow for collaboration designed to maximize teacher leadership, student voice, and collective efficacy. Below is a summary of leadership groups at Glenbrook North High School:

The Building Administrative Team comprises the principal and all associate and assistant principals. This team holds weekly formal meetings.

The Instructional Leadership Team comprises the Building Administrative Team, Instructional Supervisors of each academic department, an Instructional Coach, and the Director of the International Academy of Studies Director.

The School Improvement Committee comprises three subcommittees: student wellbeing, staff climate, and teaching and learning. Each subcommittee is co-led by a building administrator and teacher leader, including 4-5 additional faculty and staff members.

The Equity Steering Committee comprises three subcommittees: student voice, visible equity, and professional learning.

Communication Teams are a central part of our school culture and leadership philosophy. All faculty members serve on an interdisciplinary and structured communication team to facilitate meaningful discussions of school-wide topics. The primary focus of our communication teams during this school year is discussing the results of our student benchmark assessments on social-emotional learning and sense of belonging.

Students' voice is also a central part of our leadership philosophy, represented mainly by two groups: the principal advisory and the student association board. Four seniors who meet monthly with the principal to discuss issues or topics pertinent to the student body lead the principal advisory. The principal also leverages this group to gather feedback on important issues to inform decision-making.

5. Culturally Responsive Teaching and Learning:

Academic departments keep current by aligning curricula to state standards. The Illinois State Learning Standards address topics that include diverse backgrounds and cultural awareness. The standards in World Language, English, and Social Sciences direct schools to create curricula that include contributions from a diverse range of people.

There are many clubs and activities open to students to explore and celebrate multicultural backgrounds. Gay Straight Alliance (GSA), Hellenic, Latino Unidos, and the Pan-Asian Society are just some clubs offered.

Teachers implement equitable practices in the classroom related to assessment and supplemental materials. Students with IEPs can access a teacher's notes or other additional resources. Teachers use assistants or the testing center to help accommodate students who need extra time to complete assessments. Teachers use Google Classroom to house the materials, agendas, and assignments, and all students are issued a Google Chromebook to access their classes.

PART VI - STRATEGY FOR EXCELLENCE

The common denominator and the single most influential practice in the success of Glenbrook North High School is teacher leadership. As illustrated in the summary of our leadership philosophy, teacher leadership is central to how we make decisions and develop programs and ideas, ensuring that we meet our students' needs. Teacher leadership emerged this school year during the implementation of instructional coaching and the oversight of our communication teams. The new instructional coaching program emerged from the work of the School Improvement Committee, which a faculty member and the associate principal of curriculum and instruction led. Members of the committee tirelessly researched instructional coaching models before designing and implementing the program with the two instructional coaches selected from the current faculty. The program's success has surpassed the typical reach of instructional coaching support in an inaugural year and has embedded itself as an essential Glenbrook North High School component.

Similarly, the Glenbrook North communication teams implemented four years ago continue to be led by faculty who design and construct the discussions before evaluating and following up. This year, the faculty leaders reviewed data from the social-emotional learning and sense of belonging benchmark survey given to students. They used the data to structure meaningful conversations leading to the identification of a clear school-wide goal to create a stronger sense of belonging for all students at Glenbrook North High School.