

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Stephen A. Severson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2621 Springdale Circle
(If address is P.O. Box, also include street address.)

Naperville Illinois 60564-8519
City State Zip Code+4(9 digits total)

County DuPage State School Code Number* 19-022-2040-26-1002

Telephone (630) 428-6300 Fax (630) 428-6301

Web site/URL http://gregory.ipspd.org E-mail steve_severson@ipsd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Dr. Stephen W. Daeschner PhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian Prairie School District 204 Tel. (630) 375-3000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. Mark C. Metzger PhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 21 Elementary schools
 _____ 6 Middle schools
 _____ Junior High Schools
 _____ 2 High schools
 _____ 2 Other
 _____ 31 TOTAL
2. District Per Pupil Expenditure: _____ 8639
 Average State Per Pupil Expenditure: _____ 9488

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ 17 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	192	187	379
K			0	8	183	206	389
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	181	183	364				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1132

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 15 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 5 | % Hispanic or Latino |
| 74 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	19
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	1132
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 11 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 7

Specify languages: French
Hindi
Lithuanian
Pilipino (Tagalog)
Spanish
Thai
Urdu

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
120 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 categories.

<u>16</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>25</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>56</u>	Specific Learning Disability
<u>3</u>	Emotional Disturbance	<u>14</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>3</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>66</u>	<u>7</u>
Special resource teachers/specialists	<u>9</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>24</u>	<u>7</u>
Total number	<u>107</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of 19 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	95 %	96 %	97 %
Daily teacher attendance	95 %	94 %	94 %	96 %	95 %
Teacher turnover rate	16 %	6 %	15 %	3 %	8 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Gordon Gregory Middle School is one of 31 public schools in Indian Prairie School District 204. Gregory is located in Naperville, Illinois situated approximately 35 miles west of Chicago. We currently serve 1132 students in grades six through eight and are dedicated to living up to our motto 'Where Kids Come First.'

Modeled after the extended family concept, Gregory Middle School provides a caring wholesome environment that encourages learning and self-development for all of our students. The education program at Gregory is grounded in district designed curriculum and aligned with state and national subject-area standards. With this curriculum, teams and teachers develop integrated units of study while addressing the specific needs of individual students.

The program provides for a continuing evaluation and assessment of student progress, talent, and skill. The team concept allows the staff to adapt instruction based on these assessments. While addressing diverse cultural, social and economic groups, Gregory offers many activities that give the students the opportunity to identify and develop their abilities and interests. By helping students understand and accept their feelings, values and needs, the staff guides them in the development of self-awareness, a positive self-concept, and productive interpersonal relationships.

Our Mission states that The students, staff, and parents of Gregory Middle School are committed to the educational process, which meets the unique intellectual, emotional, social, physical, and cultural needs of the early adolescent by:

Offering age appropriate activities (both socially and instructionally) through assemblies - exploratory/encore classes - field trips - outdoor education - hands on teaching style ' clubs ' GIGS (dances) - student council ' intramurals ' athletics - orientation for new students ' and 9th grade transition activities.

Promoting self-worth and self-esteem through setting students up to succeed - TEAM concept - advisor/advisee - Positive Referral program - guidance counselor/social worker availability

Fostering student respect and responsibility toward teachers, students, parents, self, and property through ' our Theme of the Week program which promotes high expectations for good manners/behavior - Positive Behavior Intervention System (PBIS) - consistent discipline policy - Advisor/Advisee - School Resource Officer led programming

Increasing individual proficiency in the academic, practical, and fine arts areas through after school homework help - homework hotline - during school homework help - exploratory choice opportunities - consistent grading philosophy/policy - block academic time - academic programming designed to enhance and enrich the curriculum for students at both ends of the academic spectrum - to promote student success - Differentiated Instruction methods

Encouraging students to become life long learners through - One Team One Book Literary Club - Junior Achievement Program

Promoting good communication among parents, staff, students, and community through - Pioneer Express newsletter ' Daily Teacher Team meetings - parent/teacher conferences - Progress Reports/Report Cards - On-line gradebook ' PTA - Open House - Team and School-wide Service Projects

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Illinois uses the criterion referenced Illinois Standards Achievement Tests (ISAT) to measure individual student achievement relative to Illinois Learning Standards. The ISAT is also the tool used to measure Adequate Yearly Progress as required by the No Child Left Behind Act of 2001. Student achievement on the ISAT is broken down into four performance level standards that indicate how a student is mastering Illinois' Learning Standards as well as an overall performance level for each public school and district. The four levels are Exceeds Standards, Meets Standards, Below Standards and Academic Warning. In the Exceeds category students demonstrate advanced knowledge and skills in the subject. They can creatively apply knowledge and skills to solve problems. In the Meets category students demonstrate proficient knowledge in the subject. They can effectively apply knowledge and skills to solve problems. Students in the Below Standards category demonstrate basic knowledge and skills in the subject, but have gaps in learning, and applying their knowledge. Students performing in the Academic Warning category demonstrate limited knowledge and skill development in the subject with major gaps in learning.

As per the results of the most recent ISAT, the students of Gordon Gregory Middle School are achieving at an exceptional level. During the Spring 2007 testing period, our 6th, 7th and 8th grade students were tested in the areas of Reading and Mathematics. Additionally, our 8th grade students were tested in Writing while 7th grade students were tested in Science. 95% of all of our students are Meeting or Exceeding state standards on all ISAT series tests. This represents a continuing trend of improvement from 87% in 2003 to the current level. With respect to the areas required for Adequate Yearly Progress (AYP), specifically, in reading our students continue to show improvement with a Meets/Exceeds percentage of 94% up from 90% in 2003 while our mathematics scores have shown marked improvement during the same time period from 78% in 2003 to 96% in 2007. In particular, our 8th grade students met and exceeded at a rate of 97% in both reading and mathematics during our most recent testing period.

Per federal guidelines, we have two official subgroups, our Individualized Education Plan (IEP) students and our Asian/Pacific Islander students. Our IEP students performed at an overall Meets/Exceeds level of 73% in reading and 72% in mathematics during 2007, while our Asian/Pacific Islander students performed at a Meets/Exceeds level of 94% and 96% in Reading and Mathematics respectfully. Our other subgroup areas do not meet enrollment numbers for AYP consideration, but all groups are performing at a significant Meets/Exceeds level. We do have areas where the subgroups are below the overall school percentage of Meets and Exceeds, but some of the discrepancy is due to low numbers of students in reporting areas. During the past testing cycle, our 8th grade African-American students performed at a Meets/Exceeds level of 88% in Reading and 77% in Mathematics while our Hispanic students scored at a level of 93% and 100% in the same areas.

Information regarding all Illinois state level assessments can be found at the Illinois State Board of Education Assessment website: <http://www.isbe.net/assessment/isat.htm>, while all data collected from these assessments can be found at the Interactive Illinois Report Card website: <http://iirc.niu.edu/>.

2. Using Assessment Results

Our teacher teams, with direction and guidance from our Problem Solving Team and our School Improvement Committee, create the framework which allows us to develop multiple levels of academic and social interventions for students in need. The culture at Gregory Middle School is one which allows for data to be analyzed at all levels by all staff members. We purposefully allocate faculty meeting and staff development time to provide staff members with the skills necessary to analyze data make instructional decisions. The expectation is that the instructional strategies developed from this process will be implemented at the Team and individual teacher level.

Our data by which to make these decisions is derived from a variety of data sources. Some of

our data sources are used for all students while some are for specific groups of students. These sources include: Illinois Standards Achievement Test, Gates-MacGinitie Reading Test, MAZE Reading Fluency Test, ACT Explore Test, and student evidence files which include daily classroom work and teacher recommendations.

These multiple data sources are analyzed and help to determine three groups of students; Tier 1, Tier 2 and Tier 3 students. Tier 1 includes all of our students as they are a part of the universal changes we make annually to improve our curriculum in all academic areas. These Tier 1 interventions are both preventative and proactive and involve all students.

The targeted Tier 2 students are those considered to be at-risk for academic and/or behavioral issues. These students are provided interventions that are focused and short-term and are based on data provided by our multiple assessments. They are designed to re-direct a student's course quickly allowing the student to reach expected grade level progress benchmarks.

The Tier 3 students are those in need of individual intensive interventions that are assessment based. These interventions are long term in nature and progress is monitored on a weekly to monthly basis.

Since data is collected from varied sources, we can better understand the broader school-wide trends as well as those which focus on individual student needs. As described above, these results are then applied in developing individual interventions and creating school improvement goals for the broader student population.

3. Communicating Assessment Results

All stakeholders in the educational process are involved in the communication of data. As a student centered learning community, we emphasize having regular dialogue between the teacher and individual students regarding their own progress. Through this process students are taught to reflect on their personal achievement and set learning goals based on areas of need.

During designated school improvement time, data is disaggregated and presented by administrators to the staff. The School Improvement Team, with input from their colleagues, uses multiple data sources to develop the formal School Improvement Plan complete with local instructional goals and objectives for the upcoming school year.

Our school district maintains a school website on which we post our School Improvement Plan as well as provide a link to our Illinois School Report Card. This web-link provides current school-wide data on the performance levels of our students.

All parents are telephoned and invited to Fall Team Curriculum Night where parents gain an understanding of the curriculum and general Team expectations for our students. Parents are also invited to attend Fall Conferences with their child's team of teachers to discuss early academic, social, and emotional progress.

Throughout the school year, we provide access to our on-line grade book allowing parents to receive real-time updates on their child's progress via regular access and e-mail alerts when progress drops below parent identified percentage levels.

General school-wide performance on the Illinois Standards Achievement Test as well as individual student results, are mailed directly to parents together with a related guide to interpretation of said results.

In addition, the administration presents school-wide assessment results to the local Parent-Teacher Association (PTA) during one of the monthly meetings. Information is also shared through use of our monthly school newsletter, press releases to local newspapers and open School Board presentations.

4. Sharing Success:

As an Illinois Demonstration Network School, a National Forum to Accelerate Middle-Grades Reform ' Illinois Horizon Schools School to Watch, and as a Positive Behavioral Interventions and Supports Network Contact Site (PBIS), Gregory has been recognized as a leader in middle level education. This leadership recognition has afforded Gregory the opportunity to share our educational methods through site-visits with educators from across the state of Illinois seeking to

employ best practices of middle school philosophy.

Another venue for sharing successes has been through Gregory staff member presentations on best practices at both the Association of Middle-Level Schools (AIMS) Exploratory Conference and AIMS Middle School Conference. Gregory staff members also hold state level leadership roles on Illinois Standards Achievement Test (ISAT) development and the subsequent analysis of the validity and reliability of these tests for the middle-level student. Staff members have been tapped to assume leadership roles at both the regional and state level in a variety of curricular areas. We also stay active in these state organizations by presenting at state level conferences. In addition, staff members hold committee chairperson positions at the school district level purporting the 'The Gregory Way' as an effective middle-level model for others to follow. During district-level meetings, data is analyzed and areas of strength are determined. Our staff members are encouraged to share with the other five district middle schools what is working well for us at our school in these areas of academic excellence, and how we are effectively responding to the needs and interests of our students. We have also been allowed to share success through the hosting of Illinois Grade School Music Association Solo and Ensemble competition, Illinois Music Educators Association presentations/performances, and host for a district-wide full orchestra festival directed by Gregory staff.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Gregory Middle School offers a rich curriculum that balances the rigor of state standards with cross-curricular, hands-on activities that engage a variety of student intelligences. Teaming at the Core and Exploratory levels allows teachers to collaboratively plan and execute the curriculum while integrating learning across the disciplines. The effectiveness of the curriculum is shown in the performance level of our students on the Illinois Standards Achievement Test and the continued improvement of those high scores.

The Reading Curriculum reflects a balanced literacy approach to the teaching of reading. Researched based comprehension strategies are at the core of the curriculum. Writing is integrated into the reading curriculum along with direct instruction for vocabulary development. Teachers foster a love for reading by providing high interest novels and encouraging personal reading for pleasure.

The English Curriculum is built upon the philosophy of teaching expository, persuasive and narrative writing while developing vocabulary, spelling and word analysis. English and reading share in the responsibility for improving students' ability to communicate through writing, listening and speaking to a variety of audiences.

The Math curriculum teaches math concepts and skills with an emphasis on the application of these skills to everyday life. Careful data analysis of state and district assessments is utilized to determine placement of students into this curriculum. The level-based curriculum is delivered to students across all three grades, thus offering enrichment and remedial opportunities to suit the learning needs of all students.

Social Studies Curriculum at Gregory Middle School helps students explore a variety of social science topics and practice valuable skills in preparation for their transition to the demands of high school learning. Ancient and Medieval History and Cultures are the focus of sixth grade students. This foundation is expanded into Geography during the seventh grade year with an emphasis on the Americas and other regions of the world. The eighth grade year moves in to a survey of United States History from colonial times through the challenges of the decades following World War II.

Our science curriculum is a foundational program designed to give middle school students exposure to the major branches of scientific inquiry: biology, chemistry, physics and earth sciences. Our scientists develop their laboratory skills, scientific vocabulary and critical thinking during hands-on, inquiry based units. We take pride in providing real-world connections to our curriculum.

Gregory celebrates a very strong tradition in the performing arts. As a feeder school to the Grammy award winning Neuqua Valley High School Music Department, over half of the school participates in band, orchestra, or chorus. All three areas develop individual performance skills for the purpose of presenting numerous public performances. Our ensembles aspire to the highest musical standards while instilling life skills such as teamwork, goal setting, organization, self-assessment, hard work and community service in their musicians.

Our Foreign Language program begins at the 7th grade level giving students a semester-long elective opportunity for an exposure to the process of learning a new language. The course is divided into three equal parts designed to cover French, German and Spanish. The emphasis of the course is on culture, common phrases, commands and basic vocabulary of each language. At the 8th grade level students elect to take an entire year of traditional Spanish designed to prepare them for success in a high school Spanish course. This course includes skill development in the areas of listening, speaking, reading, writing, vocabulary development, conversation and culture. Students who exhibit exceptional academic progress and efficiency may be placed in a Level II Spanish course.

The visual arts offer a wide variety of experiences to build technical skills in drawing, painting, sculpture, and design by exposing students to different media and processes.

Creativity, observation, problem solving, and nonverbal communication through visual means are stressed. Historical and cultural connections are made through the study of world art and contemporary artists.

2a. (Elementary Schools) Reading:

Multiple components that are considered 'non-negotiable' make up the reading curriculum. These components make up a framework that we believe reflects a balanced literacy approach to the teaching of reading. One component focuses on the teaching of reading rather than the teaching of literature. This approach has been adopted because of the special needs of the adolescent learner. Explicit instruction of research-based comprehension strategies forms the basis of every reading class. Integrating writing into the curriculum through the reader response is also a component as is direct instruction of vocabulary development. Appropriate reading material is provided to practice reading strategies at the instructional level for each student. On-going informal assessments combined with three formal assessments help teachers place students in appropriate levels for instruction. In addition to leveled material, the curriculum provides both non-fiction and fictional texts to broaden student knowledge of other societies, eras, and ideas. Attention to and development of fluency is a vital component. Lastly, the curriculum attends to the development of personal reading that encourages reading for pleasure.

This approach to reading is based on best practices for middle school students, research in reading instruction, and input from experienced teachers who serve alongside district leadership on curriculum committees.

Although the English curriculum has components that appear to be distinct from the reading curriculum, the balanced literacy approach to language arts provides for overlapping of the curriculum in these two subject areas. However, the teaching of writing forms the framework for the English curriculum. Word study includes not only vocabulary development but spelling and word analysis. Grammar study includes the parts of speech, conventions, and sentence construction and style. The elements and formats of a written response to curricular and personal experiences is also part of the curriculum. Expository, persuasive, and narrative writings are the forms of writing taught at every level. Critical evaluation of written models is an ongoing curriculum component with the desired end of producing better student writing.

Both the English and reading curriculum share the curricular responsibility to improve student reading, writing, listening, and speaking to communicate with a variety of audiences. For those students who need remedial instruction, there are practices in place to help improve student achievement. Those students reading below grade level receive services through the strategic reading curriculum. Teachers certified as reading specialists have students in a special class and also work closely with the language arts teachers to coordinate curriculum needs. Tutoring opportunities during the regular school day are offered. A pull-out reading program for those students who cannot perform successfully in the regular classroom is also in place. Special education students who have a reading goal receive extra assistance as well as from the support facilitator who works closely with the regular classroom teacher.

3. Additional Curriculum Area:

Reflecting the Indian Prairie School District 204 vision for our math students, Gregory Middle School envisions a mathematically rich environment where students are challenged and equipped with math skills and strategies, empowering them to apply mathematics in all aspects of their lives. To that end, we offer curriculum at five distinct levels across the three grades. At each grade level, there is a general class, a class that is one year accelerated and two years accelerated, respectively. This allows a number of students to have completed the high school Geometry curriculum by the end of 8th grade. In a few specific instances, we have had 8th graders who are accelerated three curricular years. In those cases, the student began his/her day at the high school in an Algebra 2 class and returned to Gregory for the remainder of their academic day. In the same way, we have had students from the neighboring elementary school, come to Gregory for math instruction that

is more than one year accelerated, hence not available at within their building. Remediation and enrichment are offered in conjunction with regular instruction, as well. Scores on standardized testing, as well as classroom tests, homework performance, and local assessments, are used to identify additional student need. As necessary, then, staff is identified to deliver supplementary instruction or remediation. This would also include the needs of legally identified special education students, and those who have qualified for gifted services.

4. **Instructional Methods:**

The teachers at Gregory Middle School use a variety of instructional strategies to ensure that all students achieve. Our instructional methods allow for the diverse learning styles and levels of our school population. Our focus is on the whole child, therefore, we believe in age appropriate learning opportunities that foster the academic, creative, athletic, technical, social, and emotional growth of the middle level child.

Teachers coach more and lecture less, provide exploratory opportunities, create hands on activities to help with the understanding of abstract concepts that reflect the multiple intelligences, praise accomplishments and efforts, incorporate cooperative grouping, celebrate when goals are achieved, provide constructive feedback and adapt the curriculum as needed to make sure all students have success. The Educators at Gregory Middle School see staff development and school improvement as an ongoing process. Daily team meetings afford teachers the opportunity to plan collaboratively, analyze student work, and consequently improve instruction. We are a data-based learning community that uses numerous formative and summative assessments to increase learning and student success.

Gregory Middle School celebrates numerous staff members who have achieved advanced degrees, additional graduate coursework and National Board Certification. Because of the ongoing education of our staff, we are able to stay linked to current research and instructional methods. Included in these methods are the Nine Essential Instructional Strategies highlighted in the work of Robert Marzano. By allocating staff collaboration time to study and discuss Marzano's work, the 'nine' act as a springboard to effective classroom practices across our curriculum and helping to establish a common vocabulary.

Problem Solving is an initiative designed to identify students who are struggling academically through teacher and student services teams. Continual data gathering and analysis allows our teachers to create an intervention plan that individualizes instruction and allows for flexibility in how these interventions are delivered.

As a result of our instructional methods, a graduate from Gregory Middle School has been empowered to problem solve, creatively and critically think, utilize a variety of resources to collect and communicate information/data, and work collaboratively with others.

5. **Professional Development:**

Professional development is deeply inculcated into the culture at Gregory Middle School. It is viewed as a continuous process that happens formally and informally. Our formal professional development plan is created in cooperation with the school improvement plan. The goals and objectives within the school improvement plan drive the professional development activities for staff. Contingent on the particular goals, additional staff development is provided through school improvement days. Staff members are utilized to present on various topics related to the school improvement goals. Because professional development is not an isolated endeavor, we feel very comfortable seeking input and instruction from outside sources. We continually tap into the knowledge of guest speakers, curriculum experts from around the country, and on-line education forums (Association of Illinois Middle Schools podcasts). Informally, teachers use daily team meetings to share best practice strategies, review student work and improve instruction.

Gregory Middle School particularly targets new teachers and their unique needs for professional development. Each year the following development opportunities occur for new teachers: 'New Teacher Camp' for incoming first year teachers, mentor activities, and monthly meetings called 'Pioneer Check Points'. New teachers are provided continuous support to negotiate the logistics of their new building and responsibilities. More importantly, they are provided best practice strategies for their own classrooms.

Teacher evaluation is another vehicle by which Gregory Middle School delivers professional growth opportunities. A formalized yearly goal setting challenges each staff member to reflect on personal teaching practices and find areas that necessitate improvement. The evaluation process takes place in formal and informal ways. Formally, teachers are on an evaluation cycle involving administrative observation(s) and a culminating summative evaluation. Informally, administrators conduct walk-through and casual observations of teaching settings to 'catch' teachers implementing the instructional practices that lead to student success.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Illinois Standards Achievement Test

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	94	95			
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	44	37			
Number of students tested	373	368			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard	62	56			
% "Exceeding" State Standards	5	15			
Number of students tested	37	34			
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard		60			
% "Exceeding" State Standards		10			
Number of students tested		10			
3. Black					
% "Meeting" plus % "Exceeding" State Standard	69	84			
% "Exceeding" State Standards	23	15			
Number of students tested	13	13			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	85				
% "Exceeding" State Standards	25				
Number of students tested	20				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	97	94	82	85	77
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	60	51	36	41	32
Number of students tested	363	332	349	321	280
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	4	3	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
	76	56	21	30	31
% "Exceeding" State Standards					
	14	5	6	6	6
Number of students tested	37	41	33	34	36
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
	100	100	81	96	86
% "Exceeding" State Standards					
	82	69	43	73	53
Number of students tested	44	48	37	22	15
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
	76	70	55	74	38
% "Exceeding" State Standards					
	35	29	5	27	0
Number of students tested	17	17		15	13
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	100	80	71		40
% "Exceeding" State Standards					
	43	20	14		0
Number of students tested	14	15	14		10

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	96	97			
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	43	39			
Number of students tested	373	368			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
	70	68			
% "Exceeding" State Standards					
	5	12			
Number of students tested	37	34			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
	96	97			
% "Exceeding" State Standards					
	64	58			
Number of students tested	44	57			
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
	69	93			
% "Exceeding" State Standards					
	15	8			
Number of students tested	13	13			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	95				
% "Exceeding" State Standards					
	30				
Number of students tested	20				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	93	92			
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	27	21			
Number of students tested	377	357			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
	62	70			
% "Exceeding" State Standards					
	5	0			
Number of students tested	42	33			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
	90	100			
% "Exceeding" State Standards					
	33	22			
Number of students tested	58	40			
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
	74	78			
% "Exceeding" State Standards					
	7	6			
Number of students tested	15	18			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	83	93			
% "Exceeding" State Standards					
	8	14			
Number of students tested	12	14			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	95	94			
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	50	48			
Number of students tested	381	357			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
	64	66			
% "Exceeding" State Standards					
	14	12			
Number of students tested	42	33			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
	96	95			
% "Exceeding" State Standards					
	60	65			
Number of students tested	58	40			
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
	93	67			
% "Exceeding" State Standards					
	33	11			
Number of students tested	15	18			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	67	86			
% "Exceeding" State Standards					
	25	29			
Number of students tested	12	14			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Knowledge and skills in the subject. Students effectively use	97	94	93	89	90
% "Exceeding" State Standards					
Advanced skills in the subject. Students creatively apply	27	20	26	24	22
Number of students tested	364	332	349	319	279
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	4	3	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
	84	60	56	33	56
% "Exceeding" State Standards					
	8	2	3	3	0
Number of students tested	37	41	34	33	36
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
	98	100	92	95	87
% "Exceeding" State Standards					
	39	31	36	36	27
Number of students tested	44	48	36	22	15
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
	88	77	77	80	92
% "Exceeding" State Standards					
	0	6	10	27	23
Number of students tested	17	17		15	13
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	92	80	78		60
% "Exceeding" State Standards					
	21	13	14		10
Number of students tested	14	15	14		10