

GLENBROOK HIGH SCHOOLS
Office of the Assistant Superintendent for Educational Services

TO: Dr. Michael Riggle
FROM: Rosanne Williamson
CC: Cameron Muir, Kris Frandson
DATE: November 22, 2013
RE: **Academic Program Review**

Purpose & Scope:

As part of the 2013-2014 District Initiatives, the board requested informational academic program reviews once each semester. The scope of these presentations is intended to provide the board with a broad overview of particular academic programs or areas and is not intended to serve as a program evaluation.

Program Review:

The focus of this presentation is curricular offerings designed to support the academic success of students who perform academically below their local (Glenbrook) peers, but who are not in need of special education services. It is important to note when comparing the performance of students placed in these programs to their peers nationally, Glenbrook students perform academically at or above the levels of their national counterparts.

Besides the information outlined below, Associate Principals, Kris Frandson and Cameron Muir, will share stories of a typical student's progression in a program over four years of high school. They will illustrate how a student moves through the curriculum, accesses electives and ultimately applies to college.

Student Placement:

Academic placement of incoming freshmen is made in cooperation with eighth grade teachers using a holistic approach that includes a student's local (in comparison to Glenbrook peers) percentile scores for reading and language on the Terra Nova Exam (TNVA), quantitative reasoning subtest scores in math (math placement only), TNVA cognitive score, eighth grade teacher assessment of study habits, eighth grade teacher placement recommendations, junior high grades and other pertinent information. Placement is not a permanent designation and is reviewed yearly.

GBN & GBS Curricular Offerings:

Team Program (Grades 9-11) – A regular-level academic program with a curriculum that emphasizes both content and skills. Students may be enrolled in courses in math, science or English and social studies. The English/social studies courses provide an interdisciplinary curriculum with a focus on reading, writing, oral presentation, test taking, study skills and thematic units that emphasize critical thinking. Most classes are team-taught to provide greater assistance to students and address individual needs. As students progress through high school, the number of Team classes they are registered for decreases.

Studies/G-Level Courses (Grades 9-12) – A regular-level academic program with a focus similar to Team, but students need less intensive levels of support in comparison to Team. Students may be enrolled in courses in math, science, English, social studies and/or world language. Classes are not team taught, but an Instructional Assistant may also provide support under the direction of the teacher. As students progress through high school, the number of Studies/G-Level classes they are registered for decreases.

Reading Skill Development (Grades 9-11) – A support program offered to students in need of reading enrichment. Lessons provide instruction in vocabulary and comprehension that are applied in all disciplines. These students may also be placed in Team, Studies/G-Level or other regular-level curricular programs. Classes are not team taught, but include an Instructional Assistant who provides additional support.

Guided Studies (Grades 9-12) – A support class available to students with academic placements ranging from honors-level to Team who are underperforming academically in several classes. This program serves primarily

freshman and sophomore students. Student placement is based upon recommendations from the incoming freshman placement process, teacher or counselor recommendations, multi-discipline staff conferences and Student Services screening teams.

English as a Second Language Courses (Grades 9-12) – This program consists of multiple levels of courses to meet the needs of English Language Learners (ELL). Courses include Beginning ESL, Intermediate ESL, Advanced ESL, Transitional English and ESL Reading/Writing.

English as a Second Language-Assisted/Sheltered Courses (Grades 9-12) – Every department at Glenbrook South has sheltered courses designed to support ELL students improve their English skills. A few departments at Glenbrook North offer ELL sheltered instruction. This program is more limited at GBN because the number of ELL students at GBN is significantly less. These content-focused courses provide ELL students with access to mainstream, grade-level content with a focus on academic language development.

GBN Curricular Offering:

Foundations of Writing (Grades 9-10) –A support class offered to students in need of writing enrichment. Lessons provide instruction in the core areas of writing development: focus, organization, fluency, conventions and voice. Students work on critical thinking skills and writing strategies using both in-class assignment and writing assignments from other subject areas.

GBS Curricular Offering:

Transition Studies (Grades 9-12) – A support program similar to Guided Studies, but designed for students with short-term, acute social-emotional issues that emerge due to circumstances such as the death of a family member. Placement can be for less than a semester.

Program Overview

Program	Grade Levels	Subjects
Team	9-12	English, Math, Science, Social Studies
Studies/G Level	9-12	English, Math, Science, Social Studies, World Language
Reading Skill Development	9-11	Reading Support
Guided Studies	9-12	Organization/Study Skills
English as a Second Language	9-12	English, Reading, Writing
English as a Second Language Assisted/Sheltered	9-12	Math*, Science, Social Studies, World Language*, Art*, Driver Education*, Consumer Education, Health
GBN Foundations of Writing	9-10	Writing Support
GBS Transition Studies	9-12	Short-term Organization/Study Skills

*GBS only