



Gordon Gregory Middle School

*Insert photo
of school here.*

Designated in 2004

Redesignated in 2008, 2011 2014

Gordon Gregory Middle School • Indian Prairie School
District 204 • DuPage County • Steve Severson, Principal
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2016 School Statistics

Community: Suburban/population 141,853
Enrollment: 895
Grade Levels: 6-8
School Schedule: 9 Period Schedule

Student Demographics

- 9.0% Hispanic
- 54% White
- 5% African American
- 28% Asian
- 5% Multi-racial
- 0.3% American Indian
- 5% Free/Reduced Lunch
- 1% English Learners

PARCC Data...2015-2016

- 67% Meets/Exceeds in ELA
- 67% Meets/Exceeds in Mathematics

● (Visit:
<https://www.illinoisreportcard.com/School.aspx?schoolid=190222040261002>
to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

Gregory Middle School continues to be a high-performing, academically excellent school where students are challenged in core and exploratory classes. As demonstrated by our ISAT and PARCC scores over the past three years (2013-2014 ISAT / 2014-2016 PARCC), Gregory Middle School does continue to move students into the Meets and Exceeds categories. We acknowledge that the PARCC assessment used by the State of Illinois since 2014 has increased in complexity; therefore, our overall performance scores are lower as a result. While our Meet and Exceeds percentage on our PARCC assessment are historically lower than our ISAT Composite, our scores are still significantly higher than the State percentage (67% v. 34%). Parent and student satisfaction remain high as evidenced by data collected from the Illinois 5Essentials Survey, W.A.T.C.H. Dogs Surveys, at 6th Grade Orientation, Curriculum Nights, and Parent-Teacher Conferences.

Our Math and ELA curricula are fully aligned with the Common Core standards. During the 2013-2014 school year, we piloted and have now fully implemented a completely electronic mathematics program as a resource for our curriculum entitled DIGITS by Pearson. Our English Language Arts (ELA) curriculum is now fully implemented and annual updates have been made since full implementation in 2014-2015 school year. The ELA Block allows teachers to deliver an integrated

curriculum that best meets the needs of our students. We strive to remain developmentally appropriate and continue to extend thinking and learning by spiraling among the grades. Teachers present a rich, continually evolving curriculum which promotes integrated studies, supports current research and best practices, and challenges students with application to real-world problems.

The start of the 2016-2017 school year marked our initial use of IQWST, a program which uses thematic units to allow students to investigate questions relevant to their lives through investigation. The 4 Thematic Units at each grade level allow students to be fully engaged in their learning of science concepts and allows them to build understanding over time as recommended by the Framework for K-12 Science Education and NGSS.

Gregory successfully piloted a 1:1 Chromebook program. This pilot led to a district-wide adoption of Chromebooks for every middle school that included allowing students to take their personal Chromebook home with them on a daily basis. This type of continuity along with use of Google Classroom by our staff, allows for full implementation of 1:1 teaching and learning. Teachers are encouraged to take risks in the best interest of children, utilize technology as a teaching and learning tool, and creatively engage all students in their heterogeneous classrooms. Teachers continue to seek training in 21st Century Skills, Google Apps for Education, other forms of technology, and Kagan cooperative learning techniques. Students enhance their learning through cooperative grouping strategies, literature circles, performance assessments and team activities.

While we continue to offer a full palette of academic courses, we have increased our level of excellence through the utilization of both formal and informal assessments. We are currently completing the development of common course assessments in all academic areas. The assessment data has provided us with concrete evidence to guide collaborative discussions regarding student needs and instructional practices.

- In 2015-2016 Gregory MS, along with other Indian Prairie Schools, successfully piloted the [aimsw eb PLUS](#) online assessment providing the company with invaluable data that was used to help update the commercial version of [aimsw eb PLUS](#). The 2016-2017 implementation of [aimsw eb PLUS](#) assessments, to be given three times throughout the year across all grade levels, will paint a comprehensive picture of a student's math and reading progress. The data has compelled us to re-allocate staff time and talent to meet the needs of all of our students. In addition to personal and team plan time, teachers have been assigned a Student Support period at which time they work directly with a student(s) in a variety of settings. Instructional responses include the development of a Learning Lab each period, one-on-one tutoring, small group instruction/interventions, and/or push-in student support in a classroom setting. Additional student supports include after-school homework club with staff and student support, guidance counselor check-ins, and study-skills development groups.

(Continued)

Developmental Responsiveness

Gregory Middle School continues to provide a caring, wholesome environment centered on student learning and self-development. The school fosters healthy physical, social, emotional and intellectual development through core and exploratory classes. The school day extends beyond official hours with athletics, including intramurals and fine arts opportunities, which include honor chorus, band and orchestra ensembles. Socially appropriate activities include a range of options such as the Robotics Club, Makerspace Club, Coding Club, Gregory Gourmets cooking club, Art Club, Spring Musical, Yearbook Club and others. Students have the choice of counselor led meetings that address their social/emotional needs. In the past three years, we have implemented several school wide initiatives such as: Power of Choice, bully prevention, and Common Sense Media regarding Digital Citizenship.

The curriculum remains relevant to the personal interests of middle level students. Students are given multiple opportunities to explore a rich variety of topics beyond the classroom as evidenced through: participation in regional/state Science Fairs, Book Buddies, Creative Writing Club, Robotics Competitions, participation in regional/state Math competitions (Math Counts), POWER (Powerful Outstanding Women), BAM (Becoming Amazing Men), One Book/One Team, S.T.E.M. Night, and Family Reading Night. Additional opportunities include competitive versus noncompetitive play in P.E. and a three year Exploratory interdisciplinary unit rotation focusing on the arts, community service, and wellness.

Teachers communicate daily with families via Google Sites and Google Classroom, a web resource which allows teachers to publish homework, rubrics, and class related handouts, post discussion-board questions for student response, and allow students to turn work in online. Grades are updated continuously using the web-based eSchool TAC (Teacher Access Center) which is real-time grades for parents through the HAC (Home Access Center) portal.

The staff has created an environment that supports the ethical development of each student. We continue to use a common language, known as Themes of the Week, where students practice positive behavioral skills that. One of the cornerstones of the Gregory Way is empathy, using what we have learned to benefit others through charitable events such as: raising funds to help local families, Fitness for Life campaign to raise money for the Indian Prairie Education Foundation and our own Fitness Center using the Naperville Marathon as a focal point for fundraising, Gift Mart partnership with the community to give assistance to local families in giving toys to their children during the holidays, and seventh grade students mentoring sixth grade students in both musical and academic settings. The Gregory family works to understand and enhance the community at large.

Students have opportunities to voice opinions, ask questions, reflect on experiences, and participate in the decision-making process. With teacher direction, students in weekly Advisory classes discuss issues related to their team, grade level and school. The student voice is acknowledged and acted upon as appropriate. On a school-wide level, students are given voice in the governance of Gregory by participation in Student Council.

Parents are partners at GMS as they are invited to be involved in the education of their children. Each family is contacted at the start of every school year, welcomed by their team, and given a special invitation to attend their grade-level Curriculum Night. Parent-Teacher Conferences are routinely scheduled by teams to discuss the needs of the students. To better transition our parents from elementary to middle school, 6th grade teams have instituted a weekly electronic newsletter to keep parents informed of team activities, tests, and upcoming events. Additionally, the PTA remains a supportive parent organization at GMS, chaperoning field trips as well as working with teams to execute Interdisciplinary Units, such as the Greek and Roman Day,

Ideas Convention, and Ellis Island. Dads have been invited into the school via a program called "Watch D.O.G.S." (Dads of Great Students) where fathers interact with their child as they follow their child's schedule.

Social Equity

Gregory Middle School continues to foster an environment that is socially equitable, democratic and fair. By providing all students with high-quality teachers, resources, learning opportunities and supports, GMS keeps positive and supportive options open for all students. The administration and faculty have high expectations for each student. Continued evidence of this commitment includes the following programs and supports:

- An inclusive special education program with the flexibility to create direct classes to meet the needs of our students.
- Project Arrow, our gifted education classes/teams, continues to thrive.
- Annual tests are administered to determine student placement in accelerated math courses.
- New curriculum based on Common Core Standards, NGSS, and technological advances, such as our 1:1 Chromebook program, increase rigor and help prepare students to succeed on newly developed standardized tests.
- In attempts to meet students' diverse and ever changing needs, Gregory teachers continue to adapt curriculum, instruction, assessment and scheduling. We have also reallocated staff supervisory time, talent and resources allowing them to better the educational experience for our students.
- Gregory administration and PBIS committee members, in collaboration with the six other middle schools, have updated the student handbook to follow best practices as they relate to Senate Bill 100 / Public Act 99-456 and to help ensure that expectations are clear for all stakeholders.
- Student Services Department has created a problem-solving handbook to deal with MTSS/RTI initiatives.
- Gregory continues to use the following rewards programs to value and recognize the diverse contributions our students' bring to our school:
 - S.T.A.R.S. (Students That Actively Reflect Success) Breakfasts: a celebration with students, their families and their teachers to acknowledge outstanding efforts and social contributions.
 - Way to Go Cards: Postcards sent to parents describing the exemplary achievements and/or efforts of their child.
 - Pioneer Pride Awards: Presented to students by their team for outstanding citizenship, effort, and academics.
 - Positive Student Referrals: Notes given to students by all staff members to acknowledge behaviors based on our 3 R's program (Relationships, Respect, and Responsibility).
 - SCOOP of the Month: This program recognizes our students in the Exploratory Program. Each Quarter select students are recognized for their participation in class and by demonstrating the Exploratory Themes of the Week
- Gregory has been actively participating in equity awareness through our Parent Diversity Advisory Council to better understand and celebrate the ever changing diversity of our student population. The charge of this initiative, entitled World Café, is to focus on the increased achievement of all students as well as how to make sure that our diverse population feels welcome in our school. Gregory administration and staff continue to strive to provide socially equitable programs to our students. We have provided Staff Development focused on our ever-increasing Muslim population and making sure our students are thriving both academically and socially/emotionally.
- Gregory has been actively participating in professional development centered on our ability to support our LGBTQ community. By providing community practitioners to speak to our staff about the needs of our LGBTQ students, we are better prepared to help them in their personal journey as well as that of their family members.

Organizational Support

- Displayed shared vision supported and reinforced by entire learning community.
- Business partnerships established to benefit students learning and teachers lesson development.

- Teachers are encouraged to experiment with new strategies.
- Strong professional development program.
- Team, Department and grade level meetings promote development and growth.
- Professional Learning Communities meet on a weekly basis established to ensure growth in student learning.
- Data driven goals and action plans for improving achievement are utilized and evaluated annually.
- Gregory continues its membership in AIMS and NMSA and other professional organizations which enrich the knowledge and understanding of educating young adolescents.