GLENBROOK HIGH SCHOOLS
Office of the Assistant Superintendent for Educational Services

TO: Dr. Michael Riggle
FROM: Rosanne Williamson
DATE: January 23, 2013
RE: District - NCLB School Improvement Plan for 2011-2013

Critical question: Why must the District complete the NCLB District Improvement Plan?

The submission of a NCLB District Improvement Plan is required by federal and state regulations for districts that are in academic watch status. The district is in its sixth consecutive year of not making AYP which places it in the Federal Improvement Status of Corrective Action Year 3. State Improvement Status is designated as Academic Watch Status Year 3.

Because the district accepts Title I funds, Federal Improvement sanctions apply. The district is required to participate in an improvement planning process called *Rising Star*. Through this program the district must submit a district improvement plan to the State. This fulfills both Federal and State requirements. Attached you will find the *Comprehensive Plan Report,* which must be approved by the Board before being submitted to the State.

This plan was developed by the District Improvement Team consisting of central office and building-level administrators. The *Rising Star* web-based comprehensive planning system is comprised of a prescribed list of research-based indicators shown to aid in school and district improvement. Part of the planning process includes a self-assessment of the district's level of implementation of various indicators. The District Improvement Team met to review and determine the level of implementation for each indicator.

Based upon this self-assessment, the District is at *Full Implementation* for the majority of indicators. The following indicators were determined to be at the *Limited Development* level and will be the focus of the District Improvement Team:

- The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.

- The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.

- The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.

- The district provides the technology, training, and support to facilitate the school's data management needs.

Reports - Comprehensive Report

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC	Status Full Implementation 11/20/2012

Assessment	
Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	For the last two years the district has gathered and analyzed college retention and completion data from the National Student Clearinghouse. Students are also surveyed in the spring of their freshman year in college. Data show that 94% of students report that their preparation for college courses was good or excellent compared to a national statistic of 56%. This information was presented publically to our school board. As such, the district communicates its vision to all stakeholders. This information is presented annually at a school board meeting that is open to the public. Principals and college counselors share this information with parents, students and other stakeholder groups during presentations that occur during the course of the school year.

| CII1 | The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)
 RT3 Expectations: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding. | RT3 | Status
 Full Implementation
 01/11/2013 |

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district plans to implement the State-adopted survey of learning conditions. The district and schools have a vision/mission statement which is emotionally safe and conducive to learning. Specifically, core belief statements include the following: Climate - Our schools should be safe, nurturing places. Our climates should support the intellectual, emotional, social, and physical development of all members of our school communities. Values - Ethical values are essential to democratic citizenship in our school communities and our world. Our curricular and co-curricular programs should encourage civility, tolerance, compassion, honesty, self-discipline, and perseverance. Learner Outcomes: Social Responsibility - 1. Interact successfully with others 2. Manage and evaluate behavior with others 3. Deal constructively with conflict caused by differences of opinion 4. Demonstrate responsible citizenship.

CII5	The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)		Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district and its schools celebrate successes in improving student academic, physical, social, emotional and behavioral development. The district's Director of Community Information, as part of a recent communications audit and development of a new website that incorporates social media, works closely with administrators, teachers, coaches, sponsors, and directors of special programs to celebrate and promote these types of successes. One of the current district initiatives is to develop a plan to celebrate and promote student wellness. This includes not only physical well-being, but has a strong focus and research regarding students' social, emotional and behavioral development. Both high schools have strong academic programs and both were recognized in a recent Chicago Magazine article as being in the top ten high schools in suburban Cook County. With a solid approach to improving communication to all stakeholders, the above listed indicators will continue to be celebrated and promoted as our new communications plan becomes fully implemented.

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	SC,SP,RT3	Status ——— Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District and high schools use the Danielson Model to evaluate teahcers and insure that the intended curriculum is monitored with fidelity. In addition, each high school uses curriculum teams of teachers who meet regularly to review curriculum scope and sequence, assessments and instructional practices. The district incorporates a curriculum review cycle in which 20% of courses in each deparment are evaluated each year by committees of teachers and administrators. Curriculum reports are presented to the Board on an annual basis. Departmental Instructional Supervisors take responsiblilty and are accountable for insuring that the curriculum is implemented with fidelity. The district is working with sender districts regarding articulation of the Common Core State Standards (CCSS)in English/Language Arts and Mathematics to insure that students are preparted for transition to the high school and that adjustments are made in response to CCSS.

| D9 | The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study. | SC,RT3 | Status
Full Implementation
11/20/2012 |

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district curriculum incorporates a high level of rigor to insure that students have the knowledge, skills and behaviors to prepare them for college and careers. There is a focus on critical thinking, problem solving, literacy & communication skills and collaboration. The majority of textbooks used by students are college-level texts. Students consistently show academic growth over the course of their high school career as measured by standardized tests. Post-secondary data from the National Student Clearinghouse indicates that over 95% of graduates persist in college beyond their first year. This is significant given 98% of graduates are accepted into two or four-year institutions. In order to sustain these efforts, hiring practices identify candidates with strong content knowledge. Teachers continuously participate in professional development in their content area. The district requires that teachers' first Master's degree is in in their teaching area or in curriculum and instruction with a focus in their content area. The district monitors data relative to student academic growth over their high school career and annually reviews post-secondary data from the National Student Clearinghouse.

| IA01 | The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)
RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders. | SC,RT3 | Status

Full Implementation
11/20/2012 |

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District administrators regularly attend meetings and are in communication with local civic leaders including village presidents and trustees, local park districts, libraries, police and fire agencies. These municipal and civic leaders often collaborate with the district and schools in initiatives that relate to district and school improvement efforts and have participated in district strategic planning meetings.

IA02	The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118) **RT3 Expectations:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.	SC,RT3	Status Full Implementation 01/23/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district partners with community organizations that provide support for students such as Glenview-Northbrook Youth Services, Glenbrook Hospital, Rotary and local faith-based organizations, just to name a few. Administrators, students and staff frequently interact and are in regular communication with these entities regarding improvement planning. Business partnerships exist that support special needs students in developing work-related skills and capabilities. The district included members from community organizations in developing a strategic plan and a communications audit.

IA03	The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119) **RT3 Expectations:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.	SC,RT3	Status Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district and school maintain regular communication with parent organizations such as a variety of booster organizations, special education parent groups, ELL parent groups and meet monthly with parent associations. Information regarding district and school improvement planning are regularly shared with parents. Parents have been involved in district strategic planning and a recent communications audit. As a result of the communications audit, the district is pursuing mechanisms to improve communication and receive feedback from all stakeholder groups.

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3	Status <hr> In Plan 0 of 6 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district provides the schools with access to data and reports available through the new student information system with support from district technology staff, technology trainers and designated staff members at each school who are assisting and supporting staff in the use of the system. Building-level RtI teams are analyzing data to establish local norms in the areas of reading, math, writing and behavior. Teachers utilize GradeMaster to make instruction and curriculum decisions and review some common local assessments.	

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The district will establish an integrated data collection, reporting and analysis system that is accessible to teachers, user-friendly and informs curriculum and instruction decisions. The district will provide the technology and training in order to establish this integrated data system.
3	Target Date:	06/30/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Commence outreach, requirements gathering, and IT systems analysis for implementation.	

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Continued outreach, requirements gathering and IT systems analysis to support integrated data reporting and analysis. With the implementation of the new student system, PowerSchool, determine data capabilities within the system.

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Implement professional development and training related to data collection, reporting and analysis in the new student information system, PowerSchool.

Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]

Fully implement a system for data collection, reporting and analysis through the new student information system, Power School.

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 - December 22, 2015	**Total**
				0

5	Tasks							

1	Determine additional school and district data needs not met by the existing student information system.							
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date		End Date	01/31/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

The district will provide professional development to staff in using the selected data management system.						
Assigned to	R. Williamson, C. Muir, K. Frandson, R. Bretag, D.	Start Date		End Date	06/30/2014	Timeline	

Budget & Funding Sources($)

2	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

3	The district will arrange site visits to schools using data management software that will align with the student information system.							
	Assigned to	P. Giorgas, R. Williamson, C. Muir, K. Frandson	Start Date		End Date	10/01/2013	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

4	The district will identify data available in the student information system and refinements needed to provide greater access to needed data.							
	Assigned to	P. Giorgas, R. Williamson, C. Muir, K. Frandson	Start Date		End Date	06/30/2013	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

	Determine additional school and district data needs not met by the existing student information system.							
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date		End Date	09/30/2013	Timeline	

5

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

6

The district will research and select data management software that integrates data collection, reporting and analysis that will interface with the district's student information system.

Assigned to	P. Giorgas, R. Williamson, C. Muir, K. Frandson	Start Date		End Date	01/31/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IA07	In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups (1123)	SS,ELL,SD	Status Full Implementation 01/23/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district uses the EPAS system to set target goals reviewing aggregated data and disaggregated data for subgroups not making AYP. Specific targets for subgroups were identified in the previous school improvement plan. District staff work with school staff to identify growth targets for subgroups not making AYP. Our subgroups have fluctuated due to some subgroups making safe harbor and some subgroups dropping below a total number of 45 individuals.

			Status
IA08	The school board and superintendent present a unified vision for school improvement. (1124)	SP	Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Board policy establishes the mission and vision statement that includes agreed upon values and expectations relative to the instructional program. The schools formally share their required improvement plans with the Board who reviews and approves formal plans.

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)	SP,ELL,SD	Status
			Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The superintendent and other members of the central office staff annually report student progress information to the Board. The Board reviews and provides feedback regarding data related to student learning outcomes. District and school leadership reviews 20% of the curriculum each year. The Board reviews and provides feedback regarding annual curriculum reports related to student learning outcomes.

| IA10 | The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)
RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.
HQT Expectation: The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. | CL,SP,HQT,RT3 | Status

Full Implementation
01/11/2013 |

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Based upon building-level student needs, principals request or reallocate resources and provide a rationale to the district leadership team regarding these programmatic changes. Site-based decisions are made with direction and support from the district leadership team. Schools use student progress data to identify needs and develop programs to support those needs. This includes the professional development needs of teachers. The district hires only highly qualified teachers. The district has never had a problem recruiting and retaining highly qualified teachers. Title IIA funds have been used to insure that professional development needs of highly qualified teachers are being met.

IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)	SS,ELL	Status
			In Plan
			0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.	

Plan

1	Assigned To	Rosanne Williamson					
2	How it will look when fully met:	Teachers and administrators will have access to student achievement data, including formative assessment data that informs curriculum and instruction decisions.					
3	Target Date:	06/30/2014					
4	Tasks						
	The district will provide staff with professional development in the use of student achievement data to inform curriculum and instruction decisions that support school improvement.						
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date		End Date	06/30/2014	Timeline

1

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

2

The district will implement a user-friendly data management system.

| Assigned to | P. Giorgas, R. Williamson, C. Muir, K. Frandson, D | Start Date | | End Date | 09/30/2013 | Timeline | |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

3

The district will provide professional development to staff in using the data management system.

| Assigned to | R. Williamson, C. Muir, K. Frandson, D. Jakes, R. | Start Date | | End Date | 06/30/2014 | Timeline | |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IA12	The district intervenes early when a school is not making adequate progress. (1128)	SP,SD	Status Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district provides support for schools in addressing the subgroups in which students are not making adequate yearly progress. The district assists the schools in addressing compliance issues around school choice and supplemental educational services.

			Status
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (1129)	SP,RTI,ELL	Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district supports the schools in identifying students at risk of not making adequate yearly progress through articulation with sender districts, freshman placement test information, AIMSweb data, and summer programs to support students in the areas of math, study skills, and school readiness. Subgroups include special education students, low income students and limited English proficient students. As an example, learning centers were established at each school to address student needs.

| IA14 | The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)
RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.
HQT Expectation: The district ensures that only highly qualified teachers are hired. | ELL,SP,HQT,RT3 | Status
Full Implementation
01/11/2013 |

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has a two-year State-approved new teacher mentor program that provides extensive professional development to new staff using a peer coaching model. The district recruits highly-qualified staff that is able to meet student needs in the ELL program, specifically focusing on those proficient in Spanish or Korean. The district intentionally recruits minority teachers. Only highly qualified teachers are hired.

IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3	Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Representatives of the district improvement team interface regularly with school improvement teams to review data and establish goals for improvement. The district improvement team includes the superintendent, assistant superintendent, principals and associate principals for curriculum and instruction from each school and the district director of special education. District improvement planning occurs on a monthly basis. The district has established curriculum teams within each department based upon the professional learning community model to support all aspects of the instructional improvement process. Curriculum teams review student achievement data and make adjustments in curriculum and instruction to support student learning.

IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	SS	Status Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district improvement team regularly reviews school improvement strategies at each school and assesses their effectiveness. Building-based leadership teams are developed and serve to monitor global student performance across academic and behavioral domains. These teams will coordinate the provision of services, professional development, access to and allocation of resources and monitoring effectiveness of student programming.

IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	SR	Status ___ Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district made reference to guidance from What Works When regarding how to assess what the best restructuring options are given the unique district and school context. The school will make significant changes in the school's curriculum, using a research-based backwards design model. This approach will improve student academic achievement in the school and has substantial promise of enabling the school to make adequate yearly progress.

IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	SR	Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The restructuring option chosen by the school builds upon the strengths of the organization.

IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	SR	Status
			Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District and school resources are more than sufficient to support the restructuring effort.

IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)	SR	Status
			Full Implementation 01/23/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Not only is the school's approach to governance different with the use of instructional coaches to implement the backwards design model, the school has developed a detailed plan for school improvement that incorporates the use of student achievement data.

IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR	Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The instructional coaching model and backwards design model chosen by the school are both research-based, field-proven programs and practices.

IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)	SR	Status
			Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district ensures that there is a clear vision of what the school will look like when restructured. Specifically, all curriculum will have clear, measurable outcomes and assessments that professional learning teams can use to determine the level of student learning.

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)	SR	**Status** Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district views the principal as the instructional leader of the school and has given the principal full authority to drive the restructuring process.

IB10	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)	SR	Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal is capable of communicating clear expectations that motivate staff to change. The principal is a skilled communicator and ensures that parents and community members are aware of restructuring efforts. Changes have a clear focus on improving student achievement.

IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)	SR	Status
			Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district is confident that the school improvement restructuring plan has established some "quick wins" that will promote the successful implementation of the plan. For example, instructional coaches have been selected from among and with the support of the staff.

IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (1143)	SR	Status ___ Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district is well aware of the obstacles to substantial change and will work closely with the school in working through and overcoming challenges to change. It will be key that the principal and other school leaders maintain an open and honest communication with staff with regard to the challenge of change and address concerns while continuing to move forward.

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)	SP	Status
			Full Implementation
			11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In the district leadership team meetings which include the building principals, principals regularly share progress on school improvement goals through agenda items. The superintendent regularly reports to the Board the progress of schools relative to school improvement plans.

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)	SP	Status Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has designated the Assistant Superintendent for Educational Services as the contact person for the schools relative to school improvement plan progress. This individual meets with building-level teams to assist in school improvement planning, compliance, monitoring and services as a conduit to the schools relative to information from the state, RESPRO, and NCISC.

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148) **RT3 Expectations:** The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3	Status In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district continues to review standards such as the college readiness standards and the new common core standards to insure that curriculum is aligned with these standards. The district is currently reviewing curriculum in the context of RtI to insure that the curriculum is scientifically research-based, that all students have access to a guaranteed curriculum that has a high degree of rigor.	

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The schools will establish curriculum guides for courses that identify the content, scope, sequence and required skills that are aligned to state standards.
3	Target Date:	06/30/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Establish district CCSS implementation and alignment teams.	

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Plan CCSS alignment around transition from 8th grade to high school in working with sender districts.

Engage in curriculum analysis using new standards.

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Integrate writing throughout the curriculum.

Integrate CCSS into grading process in math and ELA across the curriculum.

Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

Implement CCSS throughout the curriculum.

RTTT3 Funds				
Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

5	Tasks							

1	An agreed upon template will be developed for use by all district schools.							
	Assigned to	R. Williamson, C. Muir, K. Frandson, I.S.'s	Start Date		End Date	06/30/2014	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

Schools will identify curriculum guides currently in use. Now that Illinois has adopted the Common Core Standards, more work will be needed to align/compare existing curriculum to the new standards.

2	Assigned to	R. Williamson, C. Muir, K. Frandson, Rosanne, D. S	Start Date		End Date	06/01/2014	Timeline	

	Budget & Funding Sources($)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

The curriculum guides will be incorporated, modified and developed utilizing the agreed upon district template and adjustments may need to be made in light of the Common Core standards.

3	Assigned to	R. Williamson, C. Muir, K. Frandson, I.S.&	Start Date		End Date	06/30/2015	Timeline	

	Budget & Funding Sources($)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IC06	The district will provide the technology, training, and support to facilitate the school's data management needs. (1149)	SP	Status
			In Plan
			0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district provides the schools with access to data and reports available through the new student information system with support from district technology staff, technology trainers and designated staff members at each school who are assisting and supporting staff in the use of the system. Building-level RtI teams are analyzing data to establish local norms in the areas of reading, math, writing and behavior. Teachers utilize GradeMaster to make instruction and curriculum decisions and review some common local assessments. Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.	

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The district has established a data management system that all teachers utilize to access and enter student achievement data that informs curriculum and instruction decisions.
3	Target Date:	06/30/2014
4	Tasks	
	The district will provide professional development to staff in using the selected data management system.	

| 1 | Assigned to | R. Williamson, C. Muir, K. Frandson, D. Jakes, R. | Start Date | | End Date | 06/30/2014 | Timeline | |

		Budget & Funding Sources($)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

| Comments | |
| **Task Completed** | |

2

The district will research and select data management software that integrates data collection, reporting and analysis that will interface with the district's student information system. Administrators have identified potential data management systems such as Tableau, MasteryManager and Partners-4-Results. These systems will be researched and one will be selected.

| Assigned to | P. Giorgas, R. Williamson, C. Muir, K. Frandson, R | Start Date | | End Date | 06/30/2014 | Timeline | |

	Budget & Funding Sources($)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

| Comments | |
| **Task Completed** | |

3

The district will regularly monitor the needs of the school related to the use and application of the data management system to address school improvement goals.

| Assigned to | R. Williamson, C. Muir, K. Frandson | Start Date | | End Date | 12/31/2015 | Timeline | |

	Budget & Funding Sources($)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

| Comments | |

	Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)	SP,ELL	Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district identifies school improvement late start days (8 each year). The schools determine areas of focus and plan professional development for these days. Follow-up relative to school improvement days take place during faculty meetings or department meetings. A district-wide staff development day is provided each year and professional development for that day is determined by school needs.

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151) **HQT Expectation:** Staff development is used to support getting all teachers highly qualified.	SP,HQT	Status ___ Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All staff is expected to participate in staff development relative to their role in the organization. Time is built into the schedule and aligned with school and district goals around school improvement. The district only hires highly qualified teachers, so there is no issue in the district in terms of a need to support getting all teachers highly qualified.

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)	SS	Status Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District and school improvement team members are officially designated and listed in improvement plan documents that are approved by the Board of education. Board policy establishes direction and support for the mission and vision of the district.

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)	SP,SD	Status Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school's leadership team regularly reviews student performance data. The Danielson appraisal model is used for teacher evaluation. This model is grounded in the professional development of teachers and identifies specific areas for teacher growth in planning and preparation, instruction, classroom environment and professional responsibilities. Teachers set professional goals following a self-assessment based upon the Danielson rubric. Instructional Supervisors and other administrators regularly set professional goals with teachers and formally and informally observe classroom instruction.