

Peter J Palombi School
Lake Villa CCSD 41
Lake Villa, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 7 8

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	75.0	3.6	13.3	3.9	0.6	3.5	18.1	1.9	11.6		0.0	8.0	94.6	773
District	73.4	3.0	12.9	4.6	0.5	5.7	18.5	5.4	13.0		0.2	5.7	95.3	3,231
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	18.5		14.1	293.7
State	96.2	18.2		13.3	203.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School								25.2	22.8	
District								25.2	22.8	
State								21.1	21.0	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

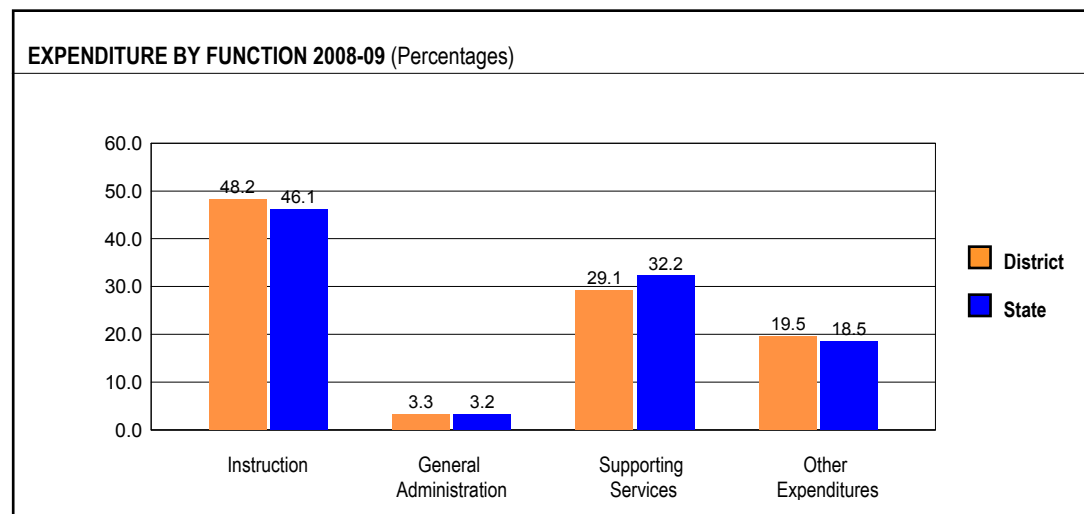
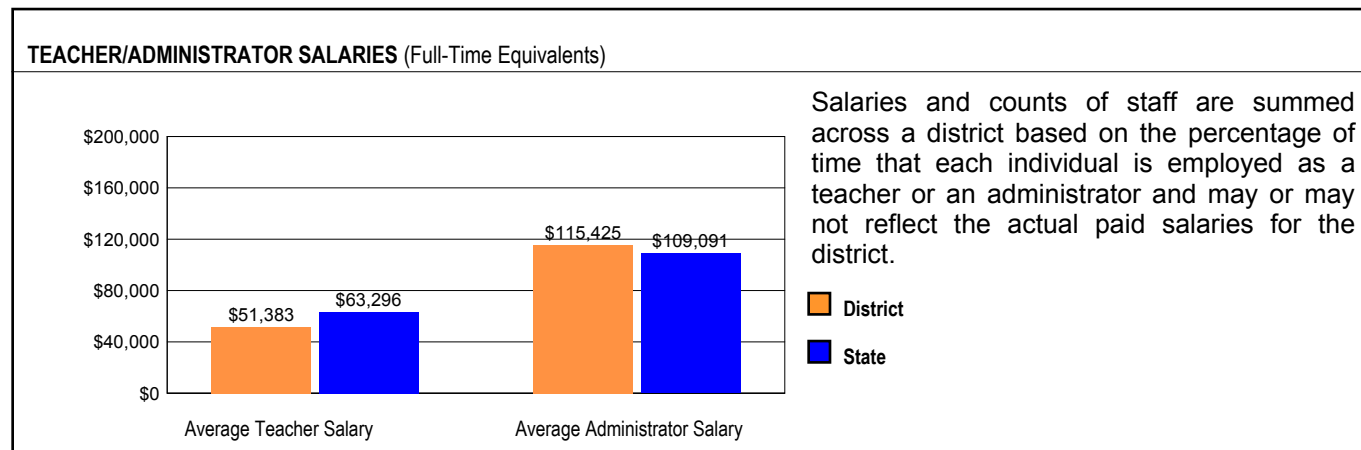
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School			44			44			88			44
District			44			44			88			44
State			51			44			93			44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.0	0.0	0.5	9.2	90.8	196
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	11.1	42.1	57.9	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$17,603,326	60.0	58.4	Education	\$20,290,222	70.6	69.6
Other Local Funding	\$1,727,841	5.9	6.9	Operations & Maintenance	\$2,220,782	7.7	7.9
General State Aid	\$5,215,137	17.8	14.5	Transportation	\$1,755,975	6.1	3.8
Other State Funding	\$2,767,176	9.4	8.3	Debt Service	\$3,085,622	10.7	7.0
Federal Funding	\$2,004,397	6.8	11.9	Tort	\$6,314	0.0	1.2
TOTAL	\$29,317,877			Municipal Retirement/ Social Security	\$560,582	2.0	1.8
				Fire Prevention & Safety	\$254,063	0.9	0.8
				Site & Construction/ Capital Improvement	\$550,166	1.9	7.9
				TOTAL	\$28,723,726		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$211,682	2.82	\$4,743	\$7,834
State	**	**	\$6,483	\$11,197

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

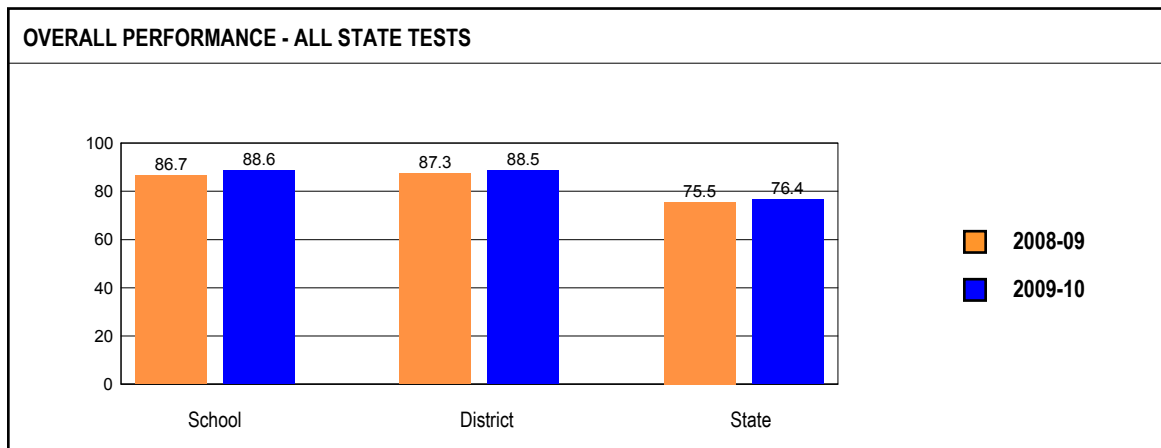
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

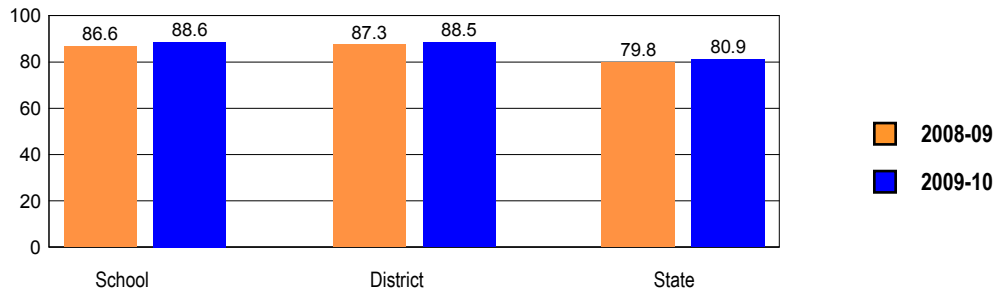
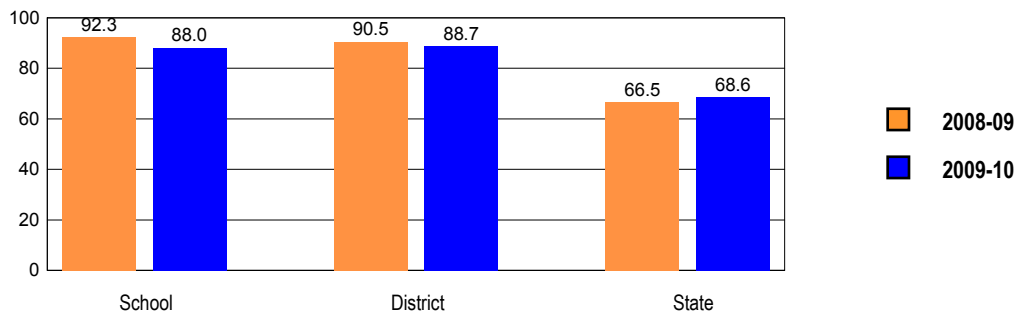
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

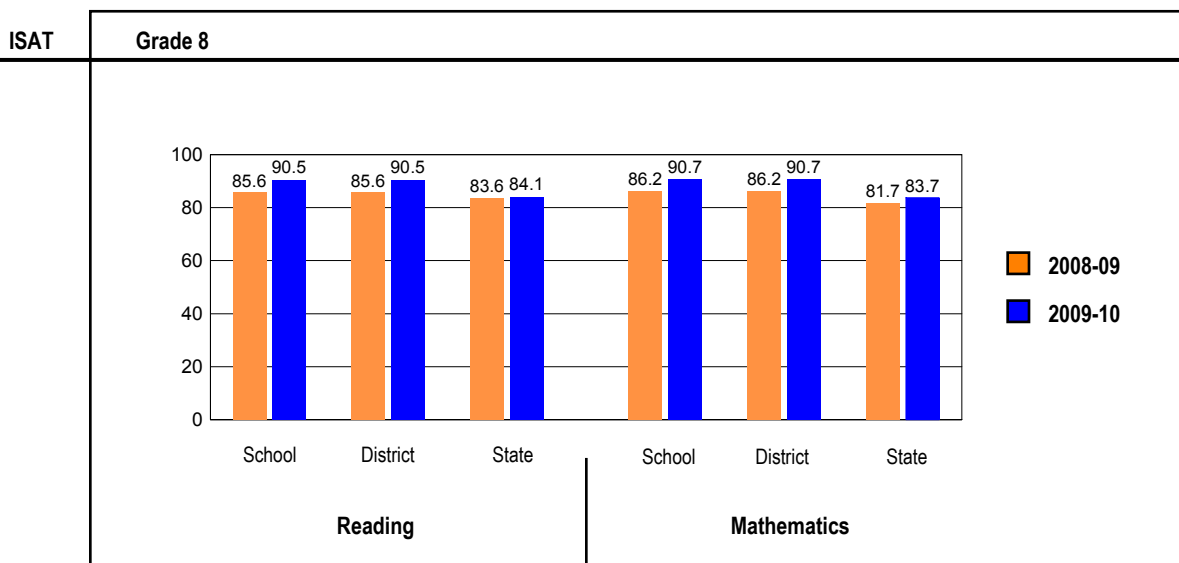
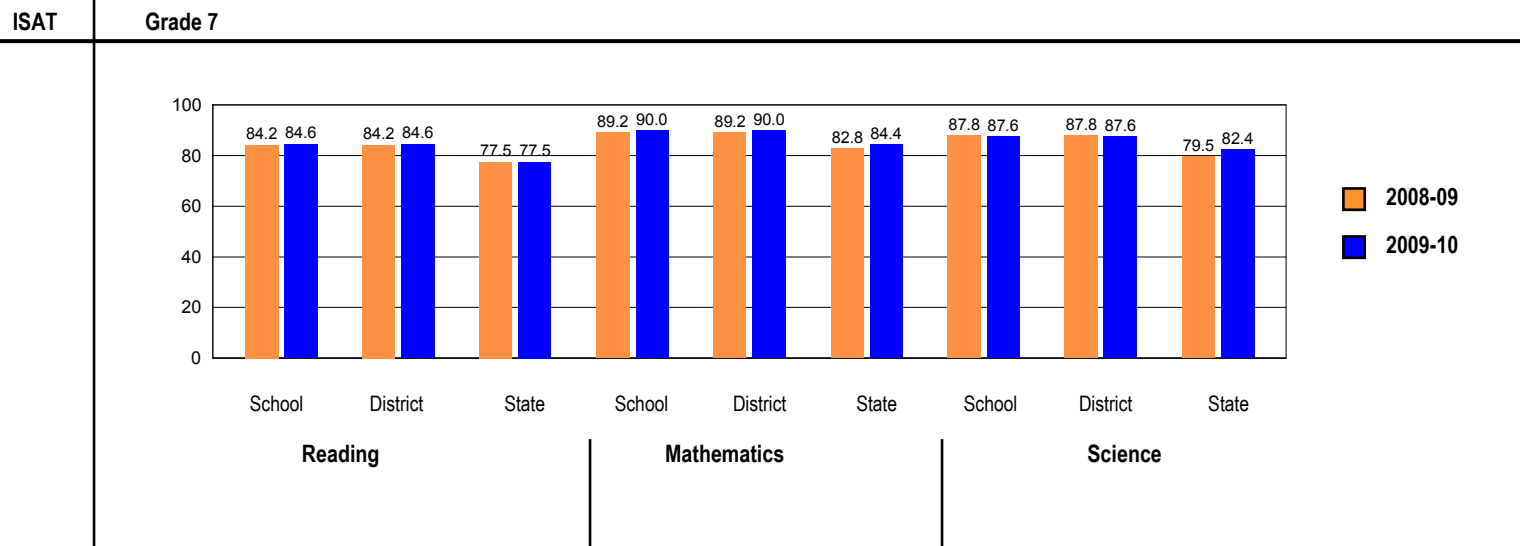


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	783	384	399	581	31	106	32	5	28	10	0	104	159
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
District	*Enrollment	2,263	1,165	1,098	1,639	81	299	113	11	120	70	0	325	465
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading Mathematics	0.2 0.2	0.3 0.3	0.2 0.2	0.1 0.1	0.5 0.5	0.2 0.2	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.9 0.9	0.5 0.5	0.3 0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	410	203	207	300	15	59	19	2	15	5	0	55	85
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
District	*Enrollment	789	404	385	566	28	112	41	4	38	21	0	122	179
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	15.4	64.2	20.4	0.5	9.5	59.7	30.3	3.5	8.9	55.3	32.3
District	0.0	15.4	64.2	20.4	0.5	9.5	59.7	30.3	3.5	8.9	55.3	32.3
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	15.3	67.3	17.3	0.5	8.2	58.2	33.2	4.6	8.1	51.3	36.0
	District	0.0	15.3	67.3	17.3	0.5	8.2	58.2	33.2	4.6	8.1	51.3	36.0
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	15.5	61.2	23.3	0.5	10.7	61.2	27.7	2.4	9.7	59.2	28.6
	District	0.0	15.5	61.2	23.3	0.5	10.7	61.2	27.7	2.4	9.7	59.2	28.6
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	11.4	66.3	22.2	0.3	9.1	57.2	33.3	3.0	6.7	55.2	35.0
	District	0.0	11.4	66.3	22.2	0.3	9.1	57.2	33.3	3.0	6.7	55.2	35.0
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School	0.0	28.6	57.1	14.3	0.0	21.4	57.1	21.4	13.3	13.3	66.7	6.7
	District	0.0	28.6	57.1	14.3	0.0	21.4	57.1	21.4	13.3	13.3	66.7	6.7
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School	0.0	26.3	61.4	12.3	0.0	7.0	75.4	17.5	3.5	14.0	61.4	21.1
	District	0.0	26.3	61.4	12.3	0.0	7.0	75.4	17.5	3.5	14.0	61.4	21.1
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	School	0.0	5.9	64.7	29.4	0.0	5.9	47.1	47.1	5.9	0.0	41.2	52.9
	District	0.0	5.9	64.7	29.4	0.0	5.9	47.1	47.1	5.9	0.0	41.2	52.9
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	School												
	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	School	0.0	46.7	40.0	13.3	6.7	20.0	60.0	13.3	0.0	33.3	40.0	26.7
	District	0.0	46.7	40.0	13.3	6.7	20.0	60.0	13.3	0.0	33.3	40.0	26.7
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	43.8	52.1	4.2	2.1	31.3	56.3	10.4	8.2	22.4	57.1	12.2
	District	0.0	43.8	52.1	4.2	2.1	31.3	56.3	10.4	8.2	22.4	57.1	12.2
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	11.6	65.8	22.6	0.3	6.5	60.2	33.1	2.8	7.1	55.1	35.0
	District	0.0	11.6	65.8	22.6	0.3	6.5	60.2	33.1	2.8	7.1	55.1	35.0
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	26.8	58.5	14.6	0.0	14.6	61.0	24.4	6.0	9.6	61.4	22.9
	District	0.0	26.8	58.5	14.6	0.0	14.6	61.0	24.4	6.0	9.6	61.4	22.9
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	School	0.0	12.5	65.6	21.9	0.6	8.1	59.4	31.9	2.8	8.8	53.8	34.7
	District	0.0	12.5	65.6	21.9	0.6	8.1	59.4	31.9	2.8	8.8	53.8	34.7
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.5	79.1	11.4	0.0	9.3	56.0	34.7
District	0.0	9.5	79.1	11.4	0.0	9.3	56.0	34.7
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	12.4	76.8	10.7	0.0	10.8	51.1	38.1
	District	0.0	12.4	76.8	10.7	0.0	10.8	51.1	38.1
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	6.8	81.2	12.0	0.0	7.9	60.5	31.6
	District	0.0	6.8	81.2	12.0	0.0	7.9	60.5	31.6
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.0	79.7	12.3	0.0	6.9	56.6	36.5
	District	0.0	8.0	79.7	12.3	0.0	6.9	56.6	36.5
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School	0.0	25.0	75.0	0.0	0.0	18.8	62.5	18.8
	District	0.0	25.0	75.0	0.0	0.0	18.8	62.5	18.8
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School	0.0	14.9	78.7	6.4	0.0	19.1	57.4	23.4
	District	0.0	14.9	78.7	6.4	0.0	19.1	57.4	23.4
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School	0.0	0.0	92.3	7.7	0.0	7.7	38.5	53.8
	District	0.0	0.0	92.3	7.7	0.0	7.7	38.5	53.8
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	School	0.0	15.4	61.5	23.1	0.0	7.7	61.5	30.8
	District	0.0	15.4	61.5	23.1	0.0	7.7	61.5	30.8
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.9	59.1	0.0	0.0	48.8	46.5	4.7
	District	0.0	40.9	59.1	0.0	0.0	48.8	46.5	4.7
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	5.2	81.8	13.0	0.0	4.0	57.3	38.7
	District	0.0	5.2	81.8	13.0	0.0	4.0	57.3	38.7
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.0	74.3	5.7	0.0	23.2	56.5	20.3
	District	0.0	20.0	74.3	5.7	0.0	23.2	56.5	20.3
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	School	0.0	7.0	80.2	12.8	0.0	6.1	55.9	38.0
	District	0.0	7.0	80.2	12.8	0.0	6.1	55.9	38.0
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2010-11 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	87.5		Yes	90.3		Yes	94.6	Yes		
White	100.0	Yes	100.0	Yes	89.9		Yes	91.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	79.8		Yes	85.9		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	61.6	61.3	Yes	62.2	66.3	Yes	93.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	76.7		Yes	81.2		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy/Activities
<p align="center">Improve the Academic Achievement of ALL Students</p>	<p>Percentage of students scoring proficient or higher in writing</p>	<p>Increase the percentage of students scoring proficient or higher in writing</p>	<p>ISAT, Common Formative Assessments</p>	<p>1-Review and train new staff in the use of the new writing program (initial). 2-Every content area teacher will assign one writing assignment each trimester using a common formative assessment (content area teachers will focus on organization, word choice, and ideas) (maintain). 3-LA teachers will focus on all parts of the Six Traits (maintain). 4-Continue to implement the ISAT Coach book to improve writing skills (maintain). 5-Data is to be reported on each trimester (maintain). 6-Incorporate "wrap-up" into all lessons (initial). 7-Train and survey staff on the use of "wrap up" (initial). 8-Focus on skills needed on Explore test (initial). 9-Schedule school time for all students to check grades on line (initial).</p>
	<p>Percentage of students scoring proficient or higher in all curricular areas</p>	<p>Increase the number of standards-based grading practices in the district</p>	<p>100% successful use of new report card</p>	<p>10-Train staff on use of new reporting system (initial). 11-Work with central administration to eliminate concerns (initial). 12-Train staff on both the use of achievement and standards based grading practices (initial). 13-Design lessons and goal setting to increase the number of students who move from the "meets" category to the "exceeds" category (initial). 14-Ensure all eighth grade students take the Explore practice test and analyze results to drive instruction (initial). 15-Encourage students to set goals for education beyond high school (initial).</p>
	<p>Percentage of students scoring proficient or higher in mathematics</p>	<p>Increase the percentage of students scoring proficient or higher in math</p>	<p>ISAT, Common Formative Assessments, NWEA</p>	<p>16-Utilize new math materials, strategies and intervention materials to address new national core math standards and raise achievement (initial). 17-Design and implement an ISAT preparation plan (maintain). 18-Analyze weak areas on ISAT and design a plan to address the weaknesses (maintain). 19-Submit our staff names differently to NWEA so we can print growth target sheets by teacher name (initial). 20-Train new staff and all students on the use of NWEA target growth goal setting form (initial).</p>
	<p>Percentage of students scoring proficient or higher in reading and language arts</p>	<p>Increase the percentage of students scoring proficient or higher in reading</p>	<p>Common Formative Assessments (R and LA), NWEA (R and LU), ISAT (R and W), F & P</p>	<p>21-Progress monitor every three weeks (initial). 22-Train all students on the use of NWEA target growth goal setting form (initial). 23-Share with the staff the new national core reading/language arts standards (initial). 24-Schedule times each month for the color teams and the special educators to meet to coordinate services for special education and RTI students and to develop lessons (initial). 25-Train content area teacher to learn, apply and support students in applying the reading strategies taught within the core reading curriculum (initial). 26-Use CBM as a universal screener throughout the school three times per year (initial). 27-Schedules times for collaboration and integration of specific technology skills taught across the curriculum (initial). 28-Increase rigor of honor's program by enhancing skills of teachers (book study, resources, workshops) (initial). 29-Provide staff training and follow up as to use across the curriculum of best practices (Marzano, Bloom, Anderson, 21st Century Skills, and whole child) (initial).</p>
	<p>Percentage of special population students scoring proficient or higher in reading</p>	<p>Increase targeted subgroups' ISAT reading results 2.5% resulting in an increase from 58.4% to 60.9%</p>	<p>ISAT, CFA's and NWEA scores for the subgroups of special education, ELL, economically disadvantaged, students with behavioral concerns, Hispanic population and at-risk readers</p>	<p>30-Increase use of technology for reading interventions (maintain). 31-Train teachers on Tier II and III interventions (maintain). 32-Increase articulation between special educators and academic teachers on the team (maintain). 33-Expand Read 180 program (initial). 34-Continue to monitor System 44 and Read Naturally Programs (maintain). 35-Implement Check and Connect Program for at-risk students (initial). 36-Implement tutoring (FLEX), study help and detention during lunch advisory (initial). 37-Implement math and reading tutoring/intervention during a.m. advisory (initial). 38-Target needs of students with behavior interventions who underachieve academically (initial). 39-Train Special Service Team in problem solving process (initial). 40-Special Services Team becomes Problem Solving Team (initial). 41-Color Teams to be trained in problem solving process and in group monitoring of at-risk populations for RTI (initial).</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

PALOMBI MIDDLE SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students without disciplinary actions, suspensions or expulsion violations</p>	<p>Decrease the percentage of students receiving a Level II or III referral</p>	<p># of Level II and III referrals</p>	<p>42-Continue the Fred Jones Program (maintain). 43-Conduct Town Hall meetings each trimester with participation from the administrators (maintain). 44-Increase communication regarding the 100% Club and continue implementation of the program (maintain). 45-Order and disseminate new white t-shirts for use with students violating the dress code (initial). 46-Educate students on why it is unacceptable to bully and/or cyberbully (initial). 47-Increase number of advisory activities (initial). 48-Increase the number of character education activities to be used in advisory (initial). 49-Make bullying reports more available to students (initial). 50-Improve the use of passes in the school (initial). 51-Create anti-bullying brochure for use in classrooms (initial). 52-Provide student training in the "Stop, Block, Tell and Take Time Out" strategy (initial). 53-Encourage each advisory to take on a responsibility in the building (initial). 54-Ensure that there is one representative from each advisory on Leadership Corp. (initial). 55-Monitor and report on staff engagement with the advisory and character education program (initial). 56-Purchase character education, goal setting and dress code banners for the school (initial).</p>
<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students involved in at least one extra-curricular activity</p>	<p>Increase the number of students involved in after school activities</p>	<p>percentage of students involved in extra-curricular activities</p>	<p>57-Continue to follow the procedure in identifying students who cannot afford the classes (maintain). 58-Create a list of possible enrichment activities to be offered during the 2010/11 school year (maintain). 59-Present to staff and get qualified sponsors for listed activities and add other activities that people are willing to sponsor (maintain). 60-Present to students and encourage them to sign up for areas of interest and utilize bus transportation (maintain). 61-Celebrate the successes of the after-school activities program by adding to the Extra-Curricular Activities Showcase (maintain). 62-In the newsletter, and on the website, update parents/guardians on the after school enrichment program (maintain). 63-Increase the number of one time after school activities (initial).</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Percentage of staff participating in staff development opportunities (i.e. Professional Learning Communities, Data Teams, Common Formative Assessments)</p>	<p>Increase the number of staff members who participate in all professional development activities related to Professional Learning Communities sponsored by the district and/or by outside sources</p>	<p>survey</p>	<p>64-Provide staff development for the instructional assistants (maintain). 65-Staff will share professional development opportunities they receive (maintain). 66-Staff will discuss information they acquire at conferences/workshops and in book study groups (maintain). 67-Staff will share expertise with others regarding differentiation, discipline, RTI, AIMS Web, reading, math and grading (maintain). 68-Provide staff with a list of resources from our Professional Learning Communities area of the library (maintain). 69-Staff will share material discovered during their professional development for the district to purchase that will be beneficial to Palombi's Learning Community (maintain). 70-All academic teachers will observe another teacher teaching at least one time per trimester (initial). 71-Increase the knowledge of our learning team leaders regarding teacher-leader (initial).</p>
	<p>Percentage of staff staying in the district</p>	<p>Improve staff relations</p>	<p>climate survey</p>	<p>72-Continue monthly staff birthday celebrations (maintain). 73-Continue PTO birthday lunch program (maintain). 74-Continue "potluck" days three times a year (maintain). 75-Develop a variety of social gatherings-at least 5 per year (maintain). 76-Continue to improve communication between staff and administration through Learning Team Leaders. Learning Team Leaders will add agenda items to the Staff Meeting Agenda and discuss items with the staff at appropriate times in the meeting (maintain). 77-Promote opening day unifier program (maintain). 78-Continue the celebration area in the staff lounge to remind everyone of all the fun things going on at Palombi (maintain). 79-Conduct a climate study in the fall and analyze the results so improvements can be made (maintain). 80-Encourage staff to recognize each other at staff meetings for best practices or going above and beyond (initial).</p>

<p>Actively Engage Our Community in the Life of the District</p>	<p>Number of volunteers/community members attending/participating in school related activities</p>	<p>Increase the number of volunteers who help in various positions throughout the building</p>	<p>log of volunteers</p>	<p>81-Secure a volunteer to assist in the coordination of our volunteer program (maintain). 82-Create a list of volunteer positions as well as a list of activities where we could use volunteer assistance (maintain). 83-Pass out a list of volunteer opportunities at Curriculum Nights and send a copy home with each student (maintain). 84-Encourage staff to complete a Volunteer Request Form (maintain). 85-Collect volunteer lists and give to Volunteer Coordinator so he/she can create an "approved" list of volunteers (maintain). 86-Encourage parents/guardians to volunteer by providing volunteer assistance lists at Curriculum Nights, Open House Night, in newsletters, and at PTO meetings (maintain). 87-Have Peggy K. talk to the parent/guardians at 7th Grade Orientation and Debby D. at Curriculum Nights emphasizing that they are very welcome in the buildings (initial). 88-Invite parents/guardians to attend assemblies in the building (maintain). 89-Log the number of volunteers who are contacted to help in the school (maintain). 90-Encourage parents/guardians to participate in the "Day of Service" on September 11th (initial).</p>
	<p>Increase the number of medias used to communicate with the parents and the community</p>	<p>Increase the communication between parents and teachers regarding academic progress</p>	<p>percentage of teachers utilizing the on-line grading program</p>	<p>91-Update web pages every month (maintain). 92-Train new teachers on the use of the on-line grading program (initial). 93-Update School Master grading portal every two weeks (maintain). 94-Inform parents/guardians on how to access the portal (maintain). 95-Calculate the percentage of teachers using the portal (maintain). 96-Train staff on the most efficient procedure to capture student academic information and transfer it to the grade reporting system (initial). 97-Contact parents/guardians whenever a student falls below a "C." (initial).</p>