

**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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	70.5	3.3	17.0	4.4	0.5	0.6	3.7	22.2	1.1	12.8		0.0	7.4	95.2	789
<b>District</b>	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**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.

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.6		14.0	291.7
<b>State</b>	96.0	18.8		13.6	211.3

\* 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
<b>School</b>								24.4	25.6	
<b>District</b>								24.4	25.6	
<b>State</b>								21.3	21.3	

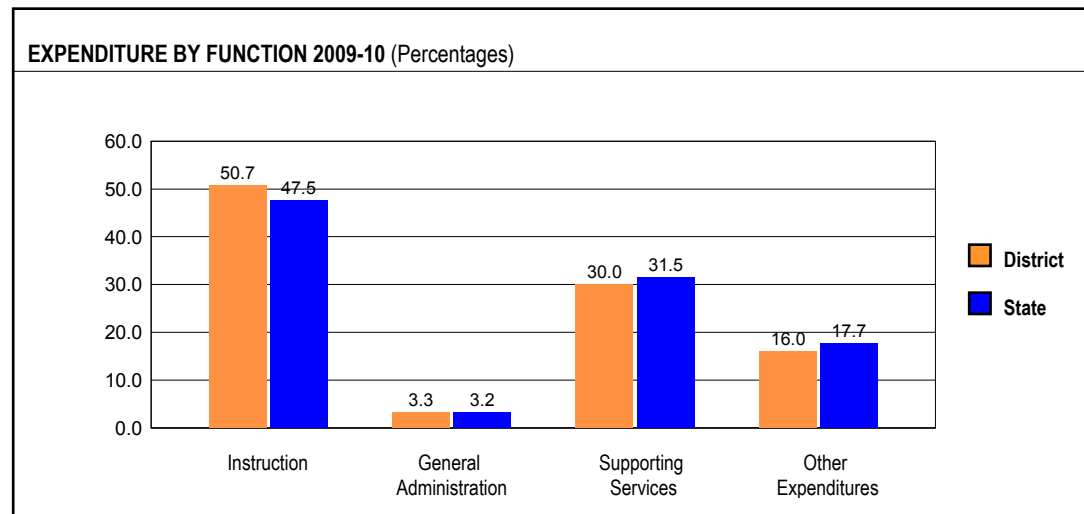
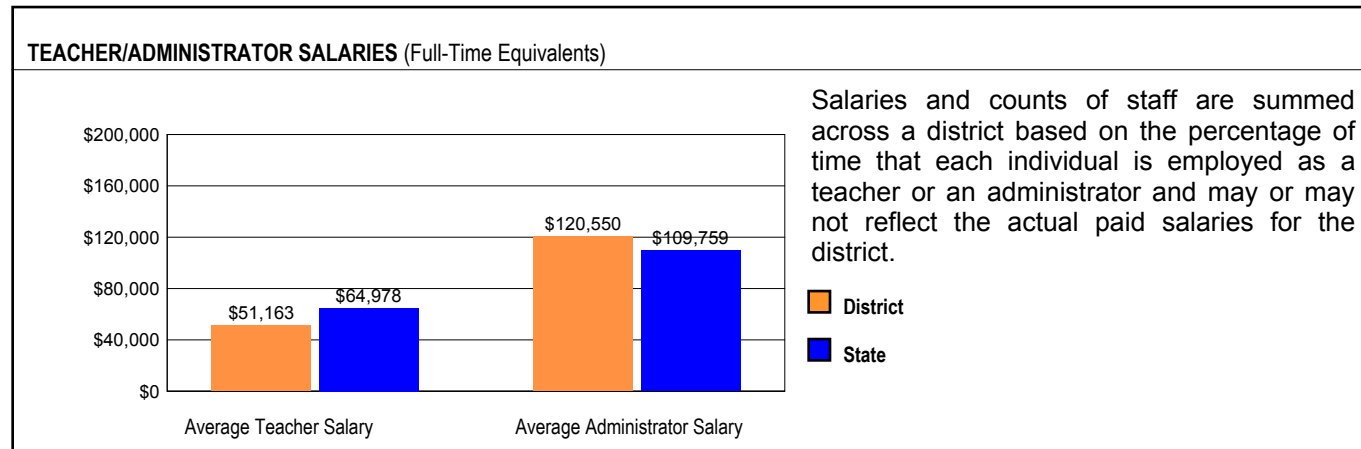
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>			44			44			88			44
<b>District</b>			44			44			88			44
<b>State</b>			52			44			91			44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

\*\* 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.

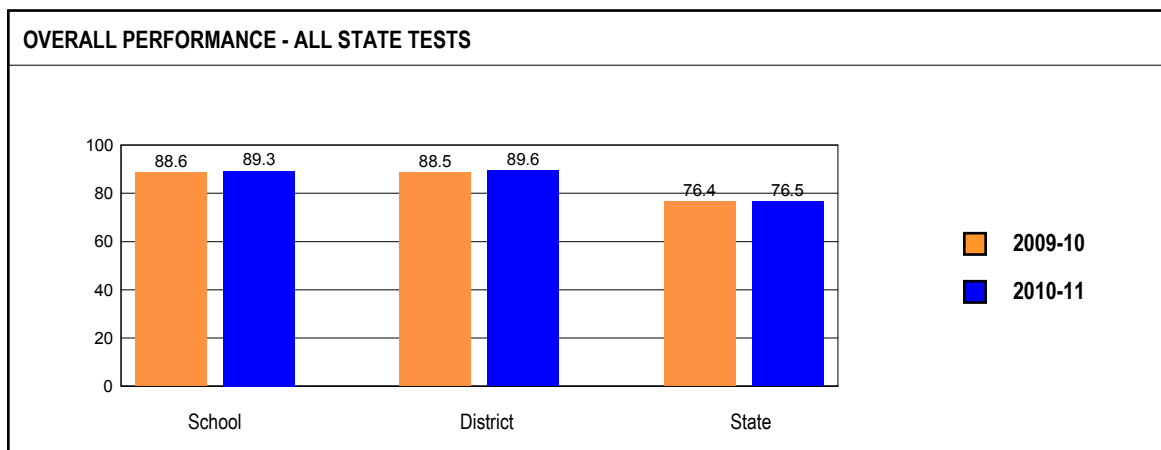
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

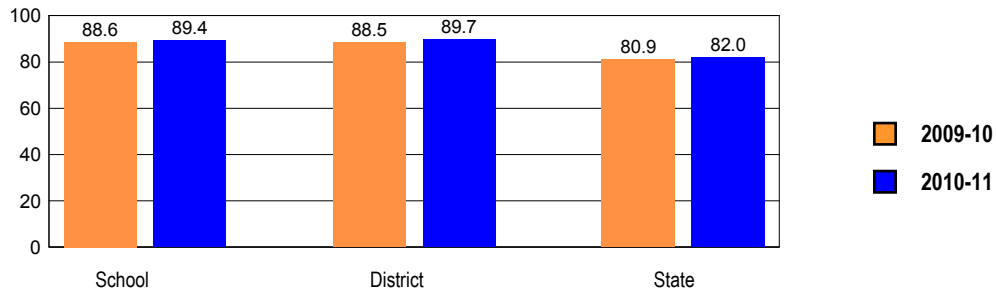
## ACADEMIC PERFORMANCE

### 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.

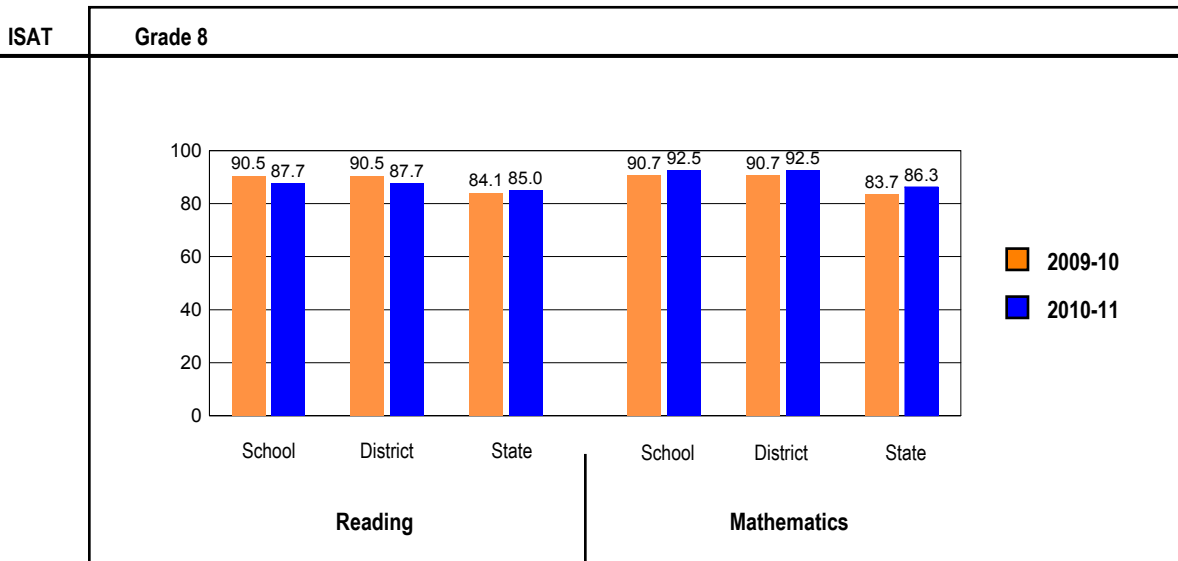
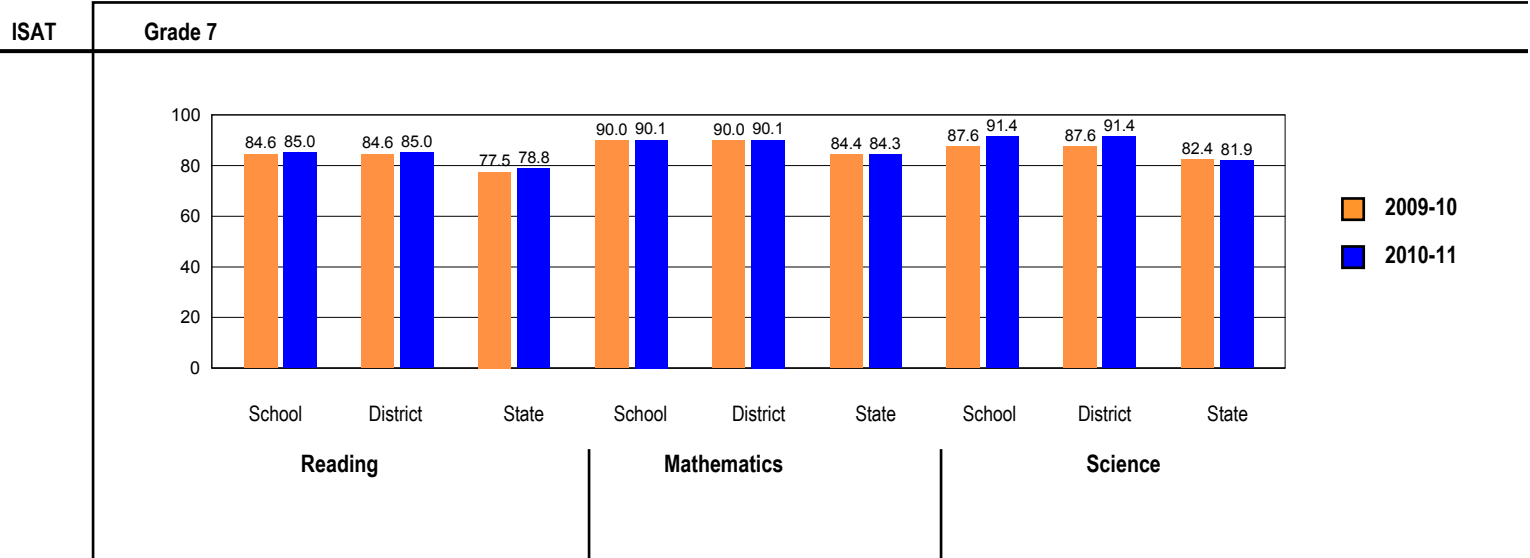


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	784	403	381	553	26	133	34	4	5	29	8	0	102	177
	Reading	0.5	1.0	0.0	0.4	7.7	0.0	0.0			0.0			3.9	1.1
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 2

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	786	405	381	553	26	134	35	4	5	29	10	0	102	177
	Mathematics	0.5	1.0	0.0	0.4	7.7	0.0	0.0			0.0	0.0		3.9	1.1
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	378	203	175	274	9	53	23	1	1	17	5	0	47	78
	Science	0.5	1.0	0.0	0.7		0.0	0.0			0.0			4.3	0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* 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	0.3	14.7	63.3	21.7	0.5	9.4	58.7	31.4	1.9	6.7	53.9	37.5
District	0.3	14.7	63.3	21.7	0.5	9.4	58.7	31.4	1.9	6.7	53.9	37.5
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

### Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.5	19.1	61.8	18.6	1.0	11.6	58.3	29.1	3.0	7.5	49.7	39.7
	District	0.5	19.1	61.8	18.6	1.0	11.6	58.3	29.1	3.0	7.5	49.7	39.7
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	School	0.0	9.8	64.9	25.3	0.0	6.9	59.2	33.9	0.6	5.7	58.6	35.1
	District	0.0	9.8	64.9	25.3	0.0	6.9	59.2	33.9	0.6	5.7	58.6	35.1
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

**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	13.7	63.3	23.0	0.7	8.9	56.7	33.7	1.5	4.4	53.7	40.4
	District	0.0	13.7	63.3	23.0	0.7	8.9	56.7	33.7	1.5	4.4	53.7	40.4
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	School												
	District												
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	School	0.0	19.2	67.3	13.5	0.0	15.4	67.3	17.3	0.0	17.3	57.7	25.0
	District	0.0	19.2	67.3	13.5	0.0	15.4	67.3	17.3	0.0	17.3	57.7	25.0
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	School	4.3	8.7	52.2	34.8	0.0	8.7	52.2	39.1	8.7	0.0	52.2	39.1
	District	4.3	8.7	52.2	34.8	0.0	8.7	52.2	39.1	8.7	0.0	52.2	39.1
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	School												
	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	School	0.0	11.8	70.6	17.6	0.0	0.0	64.7	35.3	5.9	5.9	41.2	47.1
	District	0.0	11.8	70.6	17.6	0.0	0.0	64.7	35.3	5.9	5.9	41.2	47.1
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

**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	47.6	47.6	4.8	4.8	28.6	64.3	2.4	4.8	16.7	66.7	11.9
	District	0.0	47.6	47.6	4.8	4.8	28.6	64.3	2.4	4.8	16.7	66.7	11.9
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.3	10.6	65.3	23.9	0.0	6.9	58.0	35.0	1.5	5.4	52.3	40.8
	District	0.3	10.6	65.3	23.9	0.0	6.9	58.0	35.0	1.5	5.4	52.3	40.8
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

**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	1.3	24.7	63.6	10.4	1.3	13.0	68.8	16.9	3.9	9.1	58.4	28.6
	District	1.3	24.7	63.6	10.4	1.3	13.0	68.8	16.9	3.9	9.1	58.4	28.6
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	12.2	63.2	24.7	0.3	8.4	56.1	35.1	1.4	6.1	52.7	39.9
	District	0.0	12.2	63.2	24.7	0.3	8.4	56.1	35.1	1.4	6.1	52.7	39.9
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.3	12.0	75.7	12.0	0.5	7.0	54.3	38.3
District	0.3	12.0	75.7	12.0	0.5	7.0	54.3	38.3
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.5	16.5	74.2	8.8	0.5	6.7	57.9	34.9
	District	0.5	16.5	74.2	8.8	0.5	6.7	57.9	34.9
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	7.8	77.1	15.1	0.5	7.3	50.7	41.5
	District	0.0	7.8	77.1	15.1	0.5	7.3	50.7	41.5
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.4	78.3	12.3	0.4	5.8	52.5	41.3
	District	0.0	9.4	78.3	12.3	0.4	5.8	52.5	41.3
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School	6.7	33.3	60.0	0.0	6.7	33.3	46.7	13.3
	District	6.7	33.3	60.0	0.0	6.7	33.3	46.7	13.3
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School	0.0	17.9	73.1	9.0	0.0	6.3	63.3	30.4
	District	0.0	17.9	73.1	9.0	0.0	6.3	63.3	30.4
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School	0.0	9.1	72.7	18.2	0.0	0.0	50.0	50.0
	District	0.0	9.1	72.7	18.2	0.0	0.0	50.0	50.0
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School	0.0	16.7	50.0	33.3	0.0	8.3	50.0	41.7
	District	0.0	16.7	50.0	33.3	0.0	8.3	50.0	41.7
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	2.1	33.3	64.6	0.0	2.1	29.8	59.6	8.5
	District	2.1	33.3	64.6	0.0	2.1	29.8	59.6	8.5
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	School	0.0	9.1	77.2	13.7	0.3	4.0	53.5	42.2
	District	0.0	9.1	77.2	13.7	0.3	4.0	53.5	42.2
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	18.8	71.9	9.4	1.1	13.7	57.9	27.4
<b>District</b>	0.0	18.8	71.9	9.4	1.1	13.7	57.9	27.4
<b>State</b>	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
<b>Not Eligible</b>								
<b>School</b>	0.3	9.9	76.9	12.9	0.3	4.9	53.1	41.6
<b>District</b>	0.3	9.9	76.9	12.9	0.3	4.9	53.1	41.6
<b>State</b>	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.5	Yes	99.5	Yes	87.4		Yes	92.0		Yes	95.2	Yes		
White	99.6	Yes	99.6	Yes	89.2		Yes	92.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	83.3		Yes	91.7		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	96.1	Yes	96.1	Yes	59.8	65.4	No	69.8	66.0	Yes	94.2			
Economically Disadvantaged	98.9	Yes	98.9	Yes	81.2		Yes	88.9		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% 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.

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy/Activities
<p><b>Improve the Academic Achievement of ALL Students</b></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>Common Formative Assessments, NWEA - LU</p>	<p><b>A-1-</b>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) (<b>maintain</b>). <b>2-</b>LA teachers will focus on all parts of the Six Traits (<b>maintain</b>). <b>3-</b>Continue to implement the ISAT Coach book to improve writing skills (8<sup>th</sup> grade only) (<b>maintain</b>). <b>4-</b>Report writing data each trimester (<b>maintain</b>). <b>5-</b>Encourage complete sentences and paragraph structure in all curricular areas (<b>initial</b>). <b>6-</b>Align curriculum to the Common Core Standards (<b>initial</b>).</p>
	<p>Percentage of students scoring proficient or higher in all curricular areas</p>	<p>Increase the percentage of students scoring proficient or higher in all curricular areas.</p>	<p>Common Formative Assessments</p>	<p><b>B-1-</b>Train staff on both the use of achievement and standards based grading practices (<b>maintain</b>). <b>2-</b>Design lessons and goal setting to increase the number of students who move from the "meets" category to the "exceeds" category (<b>maintain</b>). <b>3-</b>Encourage students to set goals for education beyond high school (<b>maintain</b>). <b>4-</b>Incorporate "wrap-up" into all lessons (<b>maintain</b>). <b>5-</b>Seventh grade teachers will focus on skills needed on Explore test (<b>maintain</b>). <b>6-</b>Ensure all eighth grade students take the Explore practice test and the Explore test and then analyze results to drive instruction (<b>maintain</b>). <b>7-</b>Schedule school time for all students to check grades on line (<b>maintain</b>). <b>8-</b>Incorporate "Focus" book ideas into instructional strategies (<b>initial</b>). <b>9-</b>Implement Project CRISS in the areas of science and social studies (<b>initial</b>). <b>10-</b>Implement shared inquiry and higher level questioning to benefit all students in the school (<b>initial</b>). <b>11-</b>Over a two year period, implement SMART Board technology (<b>initial</b>). <b>12-</b>Schedule times for collaboration and integration of specific technology skills taught across the curriculum (<b>maintain</b>). <b>13-</b>Increase rigor of honor's program by encouraging collaboration of teacher expertise using resources, book study or workshops (<b>maintain</b>). <b>14-</b>Provide staff training and follow up as to use across the curriculum of best practices (Marzano, Bloom, Anderson, 21st Century Skills, and whole child (<b>maintain</b>). <b>15-</b>Set the stage for students to take ownership and pride in their learning to increase academic performance (<b>initial</b>). <b>16-</b>Teachers will discuss with the students the importance of each taking ownership of their own learning (<b>initial</b>).</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><b>C-1-</b>Utilize math materials, strategies and intervention materials to address new national core math standards and raise achievement (<b>maintain</b>). <b>2-</b>Design and implement an ISAT preparation plan (<b>maintain</b>). <b>3-</b>Analyze weak areas on ISAT and design a plan to address the weaknesses (<b>maintain</b>). <b>4-</b>Train all students on the use of NWEA target growth goal setting form (<b>maintain</b>). <b>5-</b>Focus on guided/small group instruction (Book Club, Literature Circles, flex groups, leveled groups) (<b>initial</b>).</p>
	<p>Percentage of students scoring proficient or higher in reading</p>	<p>Increase the percentage of students scoring proficient of higher in reading</p>	<p>Common Formative Assessments, NWEA, ISAT, F &amp; P, CBM's</p>	<p><b>D-1-</b>Train all students on the use of NWEA target growth goal setting form (<b>maintain</b>). <b>2-</b>Use CBM as a universal screener throughout the school three times per year (<b>maintain</b>).</p>
	<p>Percentage of special population students scoring proficient or higher in reading</p>	<p>Increase targeted subgroups' ISAT reading scores from 59.8% to 65.4%</p>	<p>ISAT, CFA's, F &amp; P, CBM and NWEA scores for the subgroups of special education, ELL, economically disadvantaged, students with behavioral concerns, Hispanic population and at-risk readers</p>	<p><b>E-1-</b>Implement Tier II and III interventions (<b>initial</b>). <b>2-</b>Expand Read 180 program to included writing skills (<b>initial</b>). <b>3-</b>Expand Check and Connect Program for at-risk students (<b>maintain</b>). <b>4-</b>Implement tutoring (FLEX), study help and detention during lunch advisory (<b>maintain</b>). <b>5-</b>Implement specialized math and reading tutoring/intervention during a.m. advisory (<b>maintain</b>). <b>6-</b>Target needs of students with behavior interventions who underachieve academically (<b>maintain</b>). <b>7-</b>Continue PST process (<b>maintain</b>). <b>8-</b>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 (<b>maintain</b>). <b>9-</b>Progress monitor every three weeks (<b>maintain</b>). <b>10-</b>Make teachers aware of who is on the Free and Reduced list so teachers can provide additional interventions (<b>initial</b>). <b>11-</b>Train staff to monitor and document progress of students in the lowest quartile (IPF forms, tracking sheets, team notes) (<b>initial</b>). <b>12-</b>Implement the Soar to Success for students scoring below the 15<sup>th</sup> percentile (<b>initial</b>).</p>

<p><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></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><b>F-1</b>-Continue the Fred Jones Program (<b>maintain</b>). <b>2</b>-Conduct Town Hall meetings each trimester with participation from the administrators (<b>maintain</b>). <b>3</b>-Continue implementation of the 100% Club Program (<b>maintain</b>). <b>4</b>-Educate students on why it is unacceptable to bully and/or cyber bully (<b>maintain</b>). <b>5</b>-Continue to implement advisory activities (<b>maintain</b>). <b>6</b>-Continue the Character Education Program in advisory (<b>maintain</b>). <b>7</b>-Make bullying reports more available to students (<b>maintain</b>). <b>8</b>-Implement the new hall-pass system (<b>initial</b>). <b>9</b>-Continue student training in the "Stop, Block, Tell and Take Time Out" strategy (<b>maintain</b>). <b>10</b>-Encourage each advisory to take on a responsibility in the building (<b>maintain</b>). <b>11</b>-Ensure that there is one representative from each advisory on Leadership Corp. (<b>maintain</b>). <b>12</b>-Monitor and report on staff engagement with the advisory and character education program (<b>maintain</b>). <b>13</b>-Purchase character education banners for the school (<b>maintain</b>). <b>14</b>-Put Bullying Report on the District Web Site (<b>initial</b>). <b>15</b>-Explore the possibility of starting a student/staff mentor program (<b>initial</b>). <b>16</b>-Increase hall supervision (<b>initial</b>).</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><b>G-1</b>-Continue to follow the procedure in identifying students who cannot afford the classes (<b>maintain</b>). <b>2</b>-Create a list of possible enrichment activities to be offered during the 2011/12 school year (<b>maintain</b>). <b>3</b>-Present to staff and get qualified sponsors for listed activities and add other activities that people are willing to sponsor (<b>maintain</b>). <b>4</b>-Present to students and encourage them to sign up for areas of interest and utilize bus transportation (<b>maintain</b>). <b>5</b>-Celebrate the successes of the after-school activities program by adding to the Extra-Curricular Activities Showcase (<b>maintain</b>). <b>6</b>-In the newsletter, and on the website, update parents/guardians on the after school enrichment program (<b>maintain</b>). <b>7</b>-Increase the number of one time after school activities (<b>maintain</b>).</p>
<p><b>Enhance and Retain Competent and Caring Staff</b></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><b>H-1</b>-Staff will share professional development opportunities they receive (<b>maintain</b>). <b>2</b>-Staff will share expertise and information they acquire at conferences/workshops and in book study groups (<b>maintain</b>). <b>3</b>-All academic teachers will observe another teacher teaching at least one time per trimester (<b>maintain</b>). <b>4</b>-Increase the knowledge of our learning team leaders regarding teacher-leader (<b>maintain</b>). <b>5</b>-Train staff on new teacher evaluation program (<b>initial</b>). <b>6</b>-Implement new teacher evaluation program (<b>initial</b>).</p>
	<p>Percentage of staff staying in the district</p>	<p>Improve staff relations</p>	<p>climate survey</p>	<p><b>I-1</b>-Continue monthly staff birthday celebrations (<b>maintain</b>). <b>2</b>-Continue "potluck" days three times a year (<b>maintain</b>). <b>3</b>-Develop a variety of social gatherings-at least 5 per year (<b>maintain</b>). <b>4</b>-Continue to improve communication between staff and administration through Learning Team Leaders (<b>maintain</b>). <b>5</b>-Promote opening day unifier program (<b>maintain</b>). <b>6</b>-Continue the celebration area in the staff lounge to remind everyone of all the fun things going on at Palombi (<b>maintain</b>). <b>7</b>-Conduct a climate study in the fall and analyze the results so improvements can be made (<b>maintain</b>). <b>8</b>-Encourage staff to recognize each other at staff meetings for best practices or going above and beyond (<b>maintain</b>).</p>

<p><b>Actively Engage Our Community in the Life of the District</b></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><b>J-1</b>-Secure a volunteer to assist in the coordination of our volunteer program (<b>maintain</b>). <b>2</b>-Pass out a list of volunteer opportunities at Curriculum Nights and send a copy home with each student (<b>maintain</b>). <b>3</b>-Encourage staff to complete a Volunteer Request Form (<b>maintain</b>). <b>4</b>-Collect volunteer lists and give to Volunteer Coordinator so he/she can create an "approved" list of volunteers (<b>maintain</b>). <b>5</b>-Encourage parents/guardians to volunteer by providing volunteer assistance lists at Curriculum Nights, Open House Night, in newsletters, and at PTO meetings (<b>maintain</b>). <b>6</b>-Have a parent talk to the parent/guardians at 7th Grade Orientation and/or at Curriculum Nights emphasizing that they are very welcome in the buildings (<b>maintain</b>). <b>7</b>-Invite parents/guardians to attend assemblies in the building (<b>maintain</b>). <b>8</b>-Log the number of volunteers who are contacted to help in the school (<b>maintain</b>).</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><b>K-1</b>-Update web pages every month (<b>maintain</b>). <b>2</b>-Update School Master grading portal every two weeks (<b>maintain</b>). <b>3</b>-Inform parents/guardians on how to access the portal (<b>maintain</b>). <b>4</b>-Contact parents/guardians whenever a student falls below a "C" (<b>maintain</b>). <b>5</b>-Continue the use of Friday Folders (<b>maintain</b>). <b>6</b>-Encourage teams to create a distribution list (<b>initial</b>). <b>7</b>-Continue to share important information with parents/guardians via the monthly newsletter (<b>maintain</b>). <b>8</b>-Continue to put information regarding the criteria for special programs on-line (<b>maintain</b>).</p>