

LAKE VILLA C. C. SCHOOL DISTRICT #41

COMPREHENSIVE ACCOUNTABILITY PLAN

LAKE VILLA DISTRICT 41



January 2009

Lake Villa C. C. School District #41 Comprehensive Accountability Plan

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Lake Villa C. C. School District #41 Comprehensive Accountability Plan

Task Force Membership

Alex Barbour	Executive Director of Teaching and Learning
Betty Burns	Community Member
Cheri Carter	Intern, Northern Illinois University
Mary Conkling	Director of Special Education
Jeffrey DeLaMar	Parent, Palombi Middle and Pleviak Schools
Tracy Fay	Teacher, Olive C. Martin School
Michele Hawksworth	Parent, Palombi Middle and Thompson Schools
Dr. Mary Pat Jordan	Principal, Peter J. Palombi Middle School
Scott Klene	Principal, Joseph J. Pleviak School
Jane Kron	Teacher, Joseph J. Pleviak School
Peggy Kuzmanovich	PTO Secretary
Mike Lebaron	Parent, Palombi Middle and Pleviak Schools
Audrey Liddle	Director of Business Affairs
Jackie Martin	Teacher, Peter J. Palombi Middle School
Sandy Merrill	Principal, William L. Thompson School
Ann Nelson	Parent, Palombi Middle and Thompson Schools
Brooke Parker	Teacher, William L. Thompson School
Pat Planic	Principal, B.J. Hooper School
Jill Rhoderick	Union President
Paul Santopadre	Principal, Olive C. Martin School
Carrie Stedronsky	Parent, Palombi Middle and Thompson Schools
Becky Stellwag	Teacher, B.J. Hooper School
Dr. John Van Pelt	Superintendent of Schools
Connie Kamm	Consultant, The Leadership and Learning Center

Meeting Dates – 2006/2007

October 18, 2006
November 15, 2006
December 14, 2006
January 18, 2007
February 15, 2007
March 15, 2007
April 23, 2007

1.0 EXECUTIVE SUMMARY

On October 18, 2006, Superintendent Dr. John Van Pelt convened the Lake Villa District #41 Comprehensive Accountability Task Force which consisted of a diverse group including teachers, school level administrators, central office administrators, parents/guardians, and community members.

Throughout the 2006-2007 school year, the Task Force was immersed in the Comprehensive Accountability Plan philosophy and structure derived from the book *Accountability in Action: A Blueprint for Learning Organizations* by Douglas B. Reeves, Ph.D. The Task Force met monthly to form recommendations to guide District #41. The central mission of the Task Force was to create a Comprehensive Accountability Plan that seamlessly aligns the District's accountability indicators. The Plan provides and analyzes relevant data and information to improve student academic achievement and communicate to parents/guardians, students, and the community. In addition, the Plan provides pertinent information regarding which educational initiatives are most effective in District #41 schools. Finally, the Task Force Accountability Plan provides a basis and support for individual school improvement plans.

The Comprehensive Accountability Plan supports the District slogan, vision, and mission:

Slogan

“Achieving Excellence Takes Everyone”

Vision

“Our vision is to develop competent, cooperative, and confident citizens for the world.”

Mission

“Our mission is to instill in all students the knowledge and skills necessary to thrive as life-long learners and responsible citizens who are confident, cooperative, and prepared to meet the challenges of the 21st Century.”

Values for District #41

Values guide behavior in an organization. They establish principles that clarify how individuals within an organization are expected to interact with others, both internally and externally. The ultimate goal of the District is for all members of the learning community to be empowered to be personally responsible for their own actions and to demonstrate equitable treatment, respect, and compassion for all. The behavior of District #41 learning community members is based on the following values:

Relationships: We encourage professional and personal interactions that demonstrate mutual respect.
Behaviors:

- By pursuing common goals through collaborative teams
- By maintaining a cooperative and supportive attitude
- By communicating in a clear, open, and positive manner
- By recognizing and valuing differences

Trust: We are loyal and honest and strive to do the right thing at all times.

Behaviors:

- By being truthful and considerate
- By following through on commitments

- By seeking Win-Win solutions to challenges
- By protecting students and staff from conditions detrimental to learning, health, or safety

Honesty: We seek the truth and are genuine and open in our interactions with others.

Behaviors:

- By taking responsibility for our own actions
- By providing genuine and constructive feedback

Respect: We show high regard, consideration, and appreciation for all members of the District #41 community.

Behaviors:

- By listening to and understanding the needs of others
- By appreciating and recognizing the efforts and ideas of others
- By committing ourselves to high standards of professionalism, dedication, and service

Integrity: We demonstrate actions that are honorable, ethical, and sincere.

Behaviors:

- By modeling appropriate and expected conduct at all times
- By incorporating district values into daily actions and conversations

The Accountability Plan will also support the District's movement to becoming an exemplary school district that celebrates teaching and learning daily. Five goals serve to guide the Task Force and Accountability Plan. Although there is connectivity between these goals within the document, they are addressed independently.

The ultimate goal of the plan is to support the following District #41 Long-Range Strategic Goals:

- Improve academic achievement for ALL students
- Provide a safe, nurturing, and inviting learning environment
- Enhance and retain a competent and caring staff
- Actively engage our community in the life of the district
- Maintain fiscal stability

The written document provides a framework under which staff members can work to meet and exceed District #41 goals. Expectations are included for the district and school levels. These indicators help assess whether or not the state and school expectations have been achieved. The final draft of the Comprehensive Accountability Plan was presented to the Board of Education and staff in May of 2007.

2.0 DISTRICT ACCOUNTABILITY STRUCTURE

2.1 INTRODUCTION

The components of the plan focus on data-driven measures specific to district-wide goals. By using multiple measures of achievement, students, staff, parents/guardians, and the community are held accountable for student learning in District #41 schools.

The structure of the Lake Villa School District #41's Accountability Plan provides three levels of indicators from which to gauge progress toward meeting the system-wide goals:

- **District-Wide Indicators** measure the progress toward the goals of Lake Villa School District #41.
- **Building/Central Office Indicators** provide evidence that strategies are being effectively implemented at the building, and central office levels.
- **Reflections and Recommendations** provide a qualitative narrative of the efforts toward continuous improvement. The narrative portion of the Accountability Plan that allows qualitative information not shown by the quantitative numbers shall be included in the multiple measures of progress at all levels. The narrative also gives insight into the programs, projects, and strategies at the district level and in individual schools that are particularly effective in meeting goals and objectives.

The Finance Committee was paramount in assisting the work of the Task Force. The Finance Committee met intensely at the beginning of the 2006-2007 school year and made recommendations for district priorities to the Board of Education. The top priorities recommended by the Committee were literacy coaches, library support, kindergarten programming, and after school activities.

The Comprehensive Accountability Plan is designed to be focused on continuous improvement for the Lake Villa District #41 Schools. Included in this Comprehensive Plan are multiple indicators of student achievement analyzed when monitoring progress towards meeting target goals. Also inherent in the term "comprehensive" is the idea that accountability is the responsibility of all the stakeholders in the District, including students, parents/guardians, staff, business representatives, and community members. All have a stakeholder interest, as children attend District #41 schools, their parents want the best education possible for students, and businesses wish to employ workers who have the skills necessary to make them competitive in the workplace. Employees of the District have a stakeholder interest in that they deliver services and are the main contact for all stakeholders. Other community members are stakeholders in that the town is judged by the quality of the public schools and services provided to the students. The Plan focuses on continuous improvement recognizing that not all students in District #41 are performing to the high expectations held for them. The Comprehensive Accountability Plan continuously evaluates the effectiveness of programs, strategies, and ensures that each student reaches his or her potential. Thus, the Comprehensive Accountability Plan sets up a methodology to continuously monitor and modify programs and strategies, to enable all students to progress to their fullest potential.

While developing the Accountability Plan, members of the Task Force discussed the principles of accountability outlined in *Accountability in Action* by Douglas B. Reeves. Members agreed that these seven principles of accountability would serve to guide the development of the Comprehensive Accountability Plan.

Congruence: Is the Accountability Plan compatible with celebrations and support already in place in the district?

Respect for diversity: Does the Accountability Plan include multiple measures of students' achievement, some of which apply to all schools and some of which apply to individual schools based on school need?

Accuracy: Are the measures outlined for the Accountability Plan correct, used appropriately, and reflect the use of alternative evidence rather than only test scores?

Specificity: Does the Accountability Plan delineate clear ideas of what is expected and what must be done to help students achieve?

Feedback for continuous improvement: Does the Accountability Plan allow for both formative and summative evaluations? Are the results used to make informed decisions about school improvement and new initiatives?

Universality: Is there accountability not only for students, but also for central office, Board of Education, parents/guardians, teachers, and school administrators?

Fairness: Is the Accountability Plan structured so that everyone knows the rules, the rules are applied consistently, and all have the opportunity to play by the same rules?

2.2 DISTRICT-WIDE INDICATORS

District-Wide Indicators measure the progress toward the goals of Lake Villa School District #41. Oversight will be provided through building principals and central office administrators.

GOAL #1 – Improve Academic Achievement for ALL Students

District-Wide Indicators	Data Source	Disaggregate by Subgroup
1-1 Percentage of students scoring proficient or higher in reading/early literacy skills	ISAT, MAP, School Report Cards, DIBELS, DRA	Yes, in at least one data source
1-2 Percentage of students scoring proficient or higher in writing	ISAT, ACCESS, School Report Cards, District Writing Assessment	Yes, in at least one data source
1-3 Percentage of students scoring proficient or higher in math	ISAT, ACCESS, MAP, School Report Cards	Yes, in at least one data source
1-4 Percentage of students scoring proficient or higher in science	ISAT, ACCESS, MAP, School Report Cards	Yes, in at least one data source
1-5 Percentage of students meeting growth targets	MAP	Yes, in at least one data source

GOAL #2 – Provide a Safe, Nurturing, and Inviting Learning Environment

District-Wide Indicators	Data Source	Disaggregate by Subgroup
2-1 Percentage of students without Level 2 and Level 3 interventions	Disciplinary Referrals, Student Suspension Report	Yes, in at least one data source
2-2 Percentage of students involved in at least one extra curricular activity (unduplicated count)	Activity Report	Yes, in at least one data source
2-3 Percentage of staff members certified in safety programs (CPR/First Aid, AED)	Annual Certification List	NA
2-4 Response to 100% of Life Safety inspection concerns	Report Provided by the Regional Office of Education	NA
2-5 Ratio of enrollment to building space	Building Facilities Report	NA
2-6 Percentage of On-Time Bus Stop Arrivals	Transportation Report	NA
2-7 Percentage of Students in Attendance (only students attending District #41 schools)	District Attendance Reports	Yes, in at least one data source

GOAL #3 – Enhance and Retain a Competent and Caring Staff

District-Wide Indicators	Data Source	Disaggregate by Subgroup
3-1 Percentage of staff receiving or having attained advanced degrees or training	Personnel Report	NA

3-2 Percentage of staff retention (excluding retirements, terminations, and spousal relocations)	Personnel Report	NA
3-3 Percentage of staff in attendance (excluding maternity leaves and professional development)	Personnel Report	NA

GOAL #4 – Actively Engage Our Community in the Life of the District

Community & District-Wide Indicators	Data Source	Disaggregate by Subgroup
4-1 Number of parents/guardians involved in school activities including conferences, curriculum nights, open houses, Board of Education meetings, Parent/Teacher Organization	Events, Sign-in/out Sheets, Volunteer Information Forms, Parent/Teacher Conference Log, Board Minutes	NA
4-2 Number of community volunteers in schools	Volunteer Sign-in Logs, Information Logs, Approval Forms	NA
4-3 Number of parent education programs offered to community Members	Principal/District Track	NA
4-4 Percentage of certified staff with current web pages updated monthly	Staff Web Pages	NA
4-5 Number of notifications of activities through local newspaper and District websites	Track Number of Activities Posted, Compilation of Newspaper Articles	NA

GOAL #5 – Maintain Fiscal Stability

District-Wide Indicators	Data Source	Disaggregate by Subgroup
5-1 Per Pupil Cost (change compared to prior year CPI)	Annual District Audits	NA
5-2 Percentage of Revenues to Budget	Monthly District Financial Reports	NA
5-3 Percentage of Expenditures to Budget	Monthly District Financial Reports	NA
5-4 Education Fund Balance to Prior Year's Expenditures (excluding early taxes)	End of Year Annual Report	NA

2.3 BUILDING/CENTRAL OFFICE INDICATORS

Building/Central Office accountability indicators are specific and measurable actions at the central office, building, and classroom levels. These indicators reflect specific strategies that are linked to the achievement of system-wide goals. The building/central office indicators reflect the unique needs and challenges of central office departments and individual schools. They are selected based on a careful analysis of assessment, diagnostic information, as well as professional judgment of teachers and leaders within the central office or individual schools. Indicators will be tracked to determine progress.

Building/Central Office Action and Monitoring Plan will contain a minimum of two indicators related to student achievement and at least one indicator for each of the remaining goals as identified in the Accountability Plan not to exceed a total of seven.

Refer to a sample list in Appendix A. These indicators are aligned with district-wide indicators.

2.4 REFLECTIONS AND RECOMMENDATIONS

Reflections and recommendations provide Lake Villa School District #41 stakeholders with a narrative description of the efforts made by central office departments and individual schools toward continuous improvement. These narratives will include an analysis of the strategies and programs noted in the action and monitoring plan.

Summaries will focus five key questions:

- What were our goals?
- What was our performance compared to our goals?
- What was our performance compared to previous years?
- Which strategies worked well to improve student achievement and which strategies did not? What changes will we make to improve our strategies?
- What does the information in the Accountability report tell us about how to improve student achievement?

3.0 CENTRAL OFFICE AND SCHOOL IMPROVEMENT – PLANNING AND REPORTING

3.1 INTRODUCTION

The School Improvement Plan Template will be used by both school staff and central office staff for planning and reporting. In August 2007 and August 2008, The Center for Leadership and Learning provided training and support for development and implementation of Building and Central Office Action and Monitoring Plans. Central office administrators, building administrators, lead teachers, and team leaders attended.

Periodically, building and central office staff will report progress toward meeting District-Wide Indicators and Building/Central Office Indicators through improvement plans, data walls, and other reporting sources.

3.2 PLANNING AND REPORTING: ACTION AND MONITORING PLAN

These templates (see Appendix B) facilitate the ongoing evaluation and monitoring process of the programs and strategies implemented according to the goals of the Comprehensive Accountability Plan.

ACTION AND MONITORING PLAN HEADER (Appendix B.1)

The Action and Monitoring Plan Header is an overall demographic picture of current Lake Villa District #41 schools and the State of Illinois enrollment. The current information is divided by grade level as well as by gender, ethnicity, and educational programs. Information from the Interactive Illinois Report Card (IIRC) may be used in place of the Plan Header.

COMPREHENSIVE NEEDS ASSESSMENT (Appendix B.2)

The Comprehensive Needs Assessment section is an inquiry and analysis to help evaluate school instructional and organizational effectiveness. Building and central office staff meet at the beginning of each school year to review and access data, progress monitoring reports, and end-of-year reflections and recommendations from the prior school year. This information provides baseline data regarding Indicators for the coming school year. Areas of strength and concern are noted, and will provide the basis for both school and district improvement plans.

ACTION AND MONITORING PLAN (Appendix B.3)

After completing the Comprehensive Needs Analysis, the Action and Monitoring Plan focuses on Building/Central Office Indicators. These Indicators are selected to address specific areas needed for improvement and are aligned with District-Wide Indicators and Strategic Goals. To support the selected Building/Central Office Indicators, the Action and Monitoring Plan includes the following sections:

- Activities (action steps) that will be put in place
- Timeline to guide the activities
- Individuals responsible
- Measures used to monitor progress
- Resources necessary for success

One Action and Monitoring Plan will be completed for each of the Building/Central Office Indicators selected. These plans will contain a minimum of two indicators related to student achievement and at least one indicator for each of the remaining goals as identified in the Accountability Plan not to

exceed a total of seven indicators. The format of this portion of the Action and Monitoring Plan reflects several components the School Improvement Plan Template required by the Illinois State Board of Education for Schools in Need of Improvement.

PROFESSIONAL DEVELOPMENT PLAN (Appendix B.4)

The Professional Development Plan concentrates on critical professional development activities that are needed in order to support the strategies and actions steps listed in the Action and Monitoring Plan. Review of professional development activities and professional development implementation is part of the Ongoing Evaluation process. See Section 4.0 for more detailed guidelines on professional development.

ONGOING EVALUATION (Appendix B.5)

An Ongoing Evaluation for each indicator identified in the Action/Monitoring Plan will be conducted each trimester by the Building Leadership Teams and the Central Office Administrative Teams. The purpose of the Ongoing Evaluation is to review progress being made on the selected strategies so that modifications can be made if necessary. Based on the results as measured by the Building/Central Office Indicators, strategies may be maintained, modified, or changed if desired progress or outcomes are not being attained. The results of the Ongoing Evaluation will be addressed during Building Leadership Team Meetings and Administrative Team Meetings.

PROGRESS MONITORING REPORT (Appendix B.6)

Building and Central Office Progress Monitoring is reported through the use of data walls. Data walls are portable three panel displays which provide a rich source of information regarding progress on indicators, strategies used, and inferences and conclusions based on reflection and recommendations. Learning Teams may utilize other means to report progress. Potential audiences for data walls are Board of Education, staff, parents, and community members. See Appendix D for guidelines for data walls.

END-OF-YEAR REFLECTIONS / RECOMMENDATIONS (Appendix B.7)

This summative evaluation is a narrative explanation of the Plan which includes a reflection and recommendations based on the results of the strategies that were implemented.

4.0 PROFESSIONAL DEVELOPMENT PLAN

4.1 INTRODUCTION

The professional development plan outlines strategies supported by successful research-based data. Timelines, program sustainability, if applicable, and allocated resources are planned together to maximize optimal effectiveness. Financial resources are considered when the annual budget is planned.

Support for professional development is provided for all initiatives in multiple ways. All professional development will:

- Focus on improving student learning as the overall goal
- Connect the educator's individual goals to demonstrated student needs
- Align with and reflect the individual school and district educational initiatives
- Maintain a school-based focus: teachers learn and incorporate new instructional strategies, while administrators learn how to support teachers and new strategies
- Consider how adults learn and their ability to incorporate change
- Include ongoing coaching cadres defined as easily accessible, professionally trained, "program passionate" personnel around which a larger organization can be built and trained
- Ensure individual students are provided consistent approaches which incorporate best practices
- Provide evidence of how professional development will be sustained, including resources, time, practice, reflection, and assessment
- Provide a clear purpose that is understood by all participants
- Ensure that school and district aligned indicators are used to identify the program's effectiveness
- Provide an ongoing evaluation plan that determines the effectiveness of programs based on data-driven feedback.

Professional development includes consideration of the entire picture: learning from past experiences, understanding the current programs in progress, and planning for the future based upon this knowledge. Professional development should also take into consideration District curriculum initiatives, including those identified or predicted as crucial for student success in the future.

Professional development will support individual student needs, taking into consideration the student's proficiency level and learning style. Informed decisions regarding student achievement will be made based on accurate data from the following assessments and reports:

- ISAT
- IMAGE
- ACCESS
- NWEA: MAP
- DIBELS
- DRA
- Illinois School Report Card
- Common formative and summative assessments
- Data-driven reports

4.2 PROFESSIONAL DEVELOPMENT FOR STAFF MEMBERS

PROFESSIONAL DEVELOPMENT BACKGROUND

CURRICULUM REVIEW

District staff completed a needs assessment in September 2006. The results reflected the need to focus on the area of Language Arts in the curriculum review cycle. Writing curriculum planning and design was identified as the area of focus for the 2006-2007 school year. Writing curriculum was implemented during the 2007-2008 school year. Based on analysis and feedback from staff, revisions were made for the second year of implementation in the 2008-2009 school year. The newly developed curriculum acts as a guide for instruction based upon individual student needs.

Reading curriculum planning and design is the area of focus during the 2007-2008 and 2008-2009 school years. Reading curriculum will be implemented during the 2009-2010 school year. Ultimately, all curricula will be reviewed. Professional development to support curriculum design, curriculum implementation, research-based instructional strategies, effective teaching practices, and progress monitoring may be offered internally (in-district) or externally (out-of-district). Planned professional development may include literacy, Making Standards Work (MSW), Common Formative Assessments (CFA), and Response to Intervention (RtI).

LEARNER-CENTERED INSTRUCTION

All certified staff members complete Learning Team Training, led by Dr. John Van Pelt, Superintendent of Schools, and Alex Barbour, Executive Director of Teaching and Learning. Staff members gain knowledge and experience on how to develop and implement common formative assessments effectively, analyze data to make informed decisions with regard to curriculum and instruction, implement appropriate and effective instructional strategies, and plan interventions when students are not making adequate progress. When planning instruction or instructing, staff members use a learner-centered model as opposed to a teacher-centered approach to learning.

PROFESSIONAL LEARNING COMMUNITIES

Beginning August 2006, central office administrators, building administrators, and approximately four teachers per building completed training on the implementation of Professional Learning Communities. The training was based on the book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* by Richard Du Four and Robert E. Eaker. Upon completion, principals and trained staff facilitated school-based professional development sessions on the implementation of Professional Learning Communities within their buildings. Professional Learning Communities endorse educators working closely together as a group to ensure the success of all students.

School-based learning communities focus on:

- Review of school and district data
- Development of school goals and grade level or team SMART goals
- Alignment of individual and grade level school goals with district-wide goals
- Determination of essential outcomes
- Development and implementation of common formative and common summative assessments
- Collaboration among learning teams to increase the achievement of all students
- Collegially (working together for consistent assessment) score students' work

All staff members work as a Professional Learning Community on a continual basis.

TOOLS FOR TEACHING

The “Tools for Teaching” method developed by Dr. Fred Jones is based on Dr. Jones’ years of classroom observations and his understanding of what it takes to implement good classroom management techniques. Through the use of Dr. Jones’ fundamental classroom management skills, staff will help motivate students and eliminate discipline issues in their rooms. The emphasis behind the “Tools for Teaching” program is to understand and realize the importance of limit setting and how boundaries must be established and followed to eliminate inappropriate classroom behavior and increase student motivation.

WORKSHOPS AND CONFERENCES

Staff members attended a variety of workshops and conferences that aligned with personal, school, and district-wide goals. All workshops and conferences attended by District #41 employees focused on one or more of the following topics: reading, writing, and differentiated instruction or instruction pertaining to a specific discipline (band, music, art, technology, special education).

PROFESSIONAL DEVELOPMENT STRATEGY

District #41 will provide ongoing training for staff members in areas identified to support student achievement in district and school-wide initiatives.

DISTRICT-WIDE PROFESSIONAL DEVELOPMENT AND COLLABORATION

Common staff development opportunities across the District will be provided for consistency and collaboration. Common staff development time, including institute days and early dismissals will be utilized for staff development and collaboration. Internal and external experts will provide training for individual school and district initiatives. Initiatives include:

- Support for students’ growth using multiple strategies
- Emphasis on best practices
- Consistency in instruction and the development of common formative assessments
- Focus on standards-based performance assessments
- Emphasis on cross-disciplinary integration
- Monitored training for all staff members, including contracted services and substitute teachers
- Compliance by all staff, including contracted services and substitute teachers, for District and individual school goals
- Focus on data-driven decision making

LEARNER-CENTERED INSTRUCTION

Annual training related to Data Teams/Learning Teams will be provided to all District employees.

TRANSFORMATIONAL STAFF DEVELOPMENT

District #41 hosts transformational (ongoing) staff development on identified topics. Literacy coaches will provide job embedded professional development beginning the 2008-2009 school year. External and internal experts are considered as presenters.

WORKSHOPS AND CONFERENCES

Staff members can attend a variety of workshops and conferences that align with individual school and District-wide goals. The Professional Development Rationale Form provides the basis for evaluation

of potential professional development. See Appendix C. Upon workshop or conference completion, staff members are expected to share the knowledge gained.

4.3 PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS

PROFESSIONAL DEVELOPMENT BACKGROUND

WALK-THROUGH TRAINING

Walk-Through Training based on the book *The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time* by Carolyn Downey, Fenwick W. English, and Betty Steffy was facilitated by Dr. John Van Pelt and was conducted with academic administrators in October 2006. New District administrators are also trained. Administrators conduct walk-through observations which allow them to monitor the progress of district initiatives and collaboratively reflect with teachers and other administrators.

LEARNING TEAMS

Learning Team Training was conducted initially between January and May 2007 by Dr. John Van Pelt and Alex Barbour with all certified staff. Training is provided to new certified staff members annually. The seminar assists staff with interpreting data used for making informed and instructional decisions grounded in accurate data.

PROFESSIONAL DEVELOPMENT STRATEGY

District #41 will provide ongoing training for administrators in areas identified to support and guide staff in district and school-wide initiatives. Annual training will be conducted with principals, lead teachers, and team leaders related to data driven decision-making.

4.4 PROFESSIONAL DEVELOPMENT FOR PARENTS/GUARDIANS AND THE COMMUNITY

PROFESSIONAL DEVELOPMENT BACKGROUND

In the past, District staff members have provided training for parents/guardians in areas such as speech development, standardized test preparation, reading strategies, and student discipline.

PROFESSIONAL DEVELOPMENT STRATEGY

Parents/Guardians will be provided with opportunities to participate in informational sessions about educational, social, and community topics. Internal and external experts provide training to facilitate and reinforce that the school and home are connected and school is an integral part of family life.

Strategies for encouraging greater parent/guardian involvement include:

- Implementing parent/guardian workshops
- Conducting surveys to identify preference for workshop topics and to determine the best times for maximum attendance
- Encourage parent/guardian involvement, including support of relationships between teachers and parent/guardians.
- Encouraging PTO sponsored events supporting curriculum.

5.0 COMMUNICATION PLAN

5.1 INTRODUCTION

Meaningful communication is the essence of the Lake Villa School District #41 Comprehensive Accountability Plan. To ensure success, an effective communication plan must proactively deliver results on a continuous basis. The communication should be meaningful, understandable and interactive between student, school, home, and the community. All persons directly or indirectly impacting the Accountability Plan should understand the goals, initiatives, and importance of selected measurements and expectations. The measure of success for the Accountability Plan lies in how the reported results are interpreted and then incorporated to make meaningful decisions for improving teaching and learning. The impact the District makes on the education of all students will be communicated through data-driven results supporting school goals. The individual school goals are aligned with the district-wide goals.

At a minimum, the Accountability Plan must include a communication plan providing the information required to answer the following questions:

- How is my child performing? (Individually and compared to other students)
- How is the District/school performing?
- Which programs/initiatives are having the greatest impact on student learning?
- What measurements will be used to determine progress?

The Accountability Plan provides communication to stakeholders regarding the impact of school and district initiatives. Primary communication vehicles will include the Action and Monitoring Plan and data walls for both the district and individual schools.

The objectives for communication delivered on behalf of the Lake Villa School District #41 Comprehensive Accountability Plan include achieving or exceeding the following criteria:

- Available in multiple media formats for all stakeholders
- Available in a timely manner
- Understandable by the majority of stakeholders
- Ensures that individual school and district goals and indicators are supported
- Supports the needs of the student, school, home, and the community
- Includes professional, courteous, and respectful delivery

Communication has the potential of misinterpretation. All communication supporting the Lake Villa District #41 Comprehensive Accountability Plan should provide for an inquiry process:

- Set the expectation for inquiries to be professional, courteous, and respectful
- Encourage stakeholders to begin the inquiry process by seeking resolution from the most immediate point of contact, if clarification is needed

5.2 STRATEGIC COMMUNICATION PROCESS

To excite and involve all stakeholders in the Lake Villa School District #41 Comprehensive Accountability Plan, consideration should be given to incorporating the following strategies:

- Data walls in each schools and at the central office
- District Dashboards
- Accountability goal launches – creating excitement and goal embracement through a public meeting to launch the school year goals (both district and individual school)
- Opportunities for grade level and subject area teams from across the District to share instructional strategies, effective teaching practices, and student interventions which have a significant and lasting impact on student learning
- Accountability Plan in a marketing tri-fold format
- Periodic meetings with Task Force representatives to maintain communication and provide feedback to all stakeholders
- Challenging all stakeholders to communicate through multi media formats – embracing a community-wide Communication Plan
- Provide informed choices to enable all children to have an opportunity for a quality education.

5.3 SCHOOL ACCOUNTABILITY PLAN

PREPARATION TEAM

Individual school buildings/central office will identify the group responsible for the preparation of the school’s portion of the Action and Monitoring Plan. The group will be primarily composed of the Leadership Teams (principal, lead teacher, and team leaders). The Leadership Teams will be the preparation team and are responsible for providing the school portion of the Accountability Plan. The preparation teams will include, consult, or collaborate with additional stakeholders for completion of the report. In addition, the preparation team may choose to consult with other professionals regarding data analysis, graphic enhancements, communication and delivery.

REPORT FORMAT AND EXPECTATIONS

The preparation team will provide the final quantifiable results detailing the initiatives put into place to achieve the individual school goals. The final analysis provided by each building’s Leadership Team will be posted on a data wall. The majority of information provided for school demographics and the statistical data, from district-wide indicators will be provided by the central office. The school will have the responsibility for gathering some of the data. Each school will develop a plan for communicating the results to teachers, students, parents/guardians, and other community members. Data wall guidelines are included in Appendix D.

5.4 STATE REPORT

REPORT FORMAT AND EXPECTATIONS

The State Report will meet all compliance requirements or directives established and mandated by the state. Reports on district-wide data are routinely sent to the Illinois State Board of Education. Some of this data is reflected on the *Illinois State Report Card*, which is developed for each elementary and the middle school in the District.

RESULTS REPORTING

The report will be communicated through the District website to the community and media. Examples are included in Appendix E.

6.0 CELEBRATIONS AND SUPPORT

6.1 INTRODUCTION

Done well, celebrations and support can play a useful role; done carelessly, they can create dissension that diverts attention from the central goal of improving student achievement. As a means to reinforce or demonstrate the commitment to initiatives, all stakeholders are provided with opportunities for celebrations and support. Careful consideration must be given to the selection of celebrations and support. Celebrations and support are dependent upon satisfying the following criteria:

- Are not an end in themselves and are not the main means of promoting support for the District goals
- Provide a complete understanding on how results will be measured
- Provide acknowledgement for implementing successful strategies for replication
- Acknowledge that “meeting and exceeding” goals and “met and maintained” goals are equally important
- Offer the resources and support needed to maximize student potential
- Provide integrity and consistency
- Subject to modification/termination when ineffective

Celebrations and support can provide the motivational fuel for change. When selecting the data used for the measurement of success, it is of the utmost importance to consider all motivational factors, especially with regard to explicit and implicit expectations.

- Explicit – Expectations that are spelled out
- Implicit – Expectations that are not spelled out

Student achievement is affected not only by the quality of instruction but by student motivation, family support, and availability of instructional resources. Teaching is a collective enterprise; the students’ performance depends not just on how well the current grade teacher has done, but also on what has happened the prior years. Celebrations and support may provide the foundation for a creative learning and teaching environment, however, student test scores reflect more factors than those under a teacher’s direct control.

While rewards undeniably influence behavior, human motivation is complex. No matter how enticing the reward, it will not motivate individuals who believe they are unable to reach the desired goal. The actual incentive may be less important than the way people perceive it. Most professional gratification comes from both qualitative and quantitative indicators of individual student progress.

6.2 CELEBRATIONS

Celebrations and support are offered to numerous combinations of stakeholders. Recipients for recognition are identified based on District-wide and individual school building goals.

CELEBRATED ACCOMPLISHMENTS

- Improving academic achievement for ALL students
- Providing a safe, nurturing, and inviting learning environment
- Enhancing and retaining a competent and caring staff
- Actively engaging our communities in the life of the district
- Maintaining Fiscal Stability

FORMS OF CELEBRATION

- Data Walls
- District Dashboards
- Published reports/presentations
- Perfect attendance
- Years of Service and Retirements
- Celebratory events
- Symbols of accomplishments
- Board celebration and recognition of student of the month, staff member of the month, and volunteer of the month for each building
- Praise for individual performance (from administration, colleagues, Board of Education, parents, business/community leaders)
- Recognition from stakeholders (from administration, colleagues, Board of Education, parents, business/community leaders)

6.3 SUPPORT

OVERALL SUPPORT

In the event a school is not meeting Adequate Yearly Progress (AYP) as determined by No Child Left Behind (NCLB), each school will adhere to federal and state guidelines in submitting a detailed school improvement plan. Performance reports by school (grade level, department) are monitored through the Accountability Plan indicators (SMART goals, collaboration).

**Lake Villa School District #41
Annual Accountability Timeline**

Accountability Plan Activities	Timeframe/Completion	Person/Dept Responsible
Central Office and School Improvement Plan Development	August/September	Superintendent/Exec. Director/Principals
Central Office and School Improvement Plan Completion – B.2 (B.7 prior year) and B.3 & B.4 or Plan on a Page	September	Superintendent/Exec. Director/Principals
Plan Presentations to Board of Education	October	Superintendent/Exec. Director/Principals
Ongoing Evaluation B.5	November	Central Office Admin. /Principals
Dashboard Published in District Newsletter	November	Superintendent/Exec. Director
Progress Monitoring Report B.6 (Central Office/Building Data Walls)	Nov. - Jan.	Exec. Director/Principals
Ongoing Evaluation B.5	March	Central Office Admin. Principals
Dashboard Published in District Newsletter	March/April	Superintendent/Exec. Director
End of Year Reflections/Recommendations B.7	June	Central Office Admin. /Principals
End of Year Presentations to Board of Education	June	Superintendent/Exec. Director/Principals
Review of Accountability Plan for Updates	2008-2009, 2010-2011	Superintendent

Lake Villa School District #41
“Achieving Excellence Takes Everyone”
A Comprehensive Accountability Framework

Words into Actions →

Mission Statement:

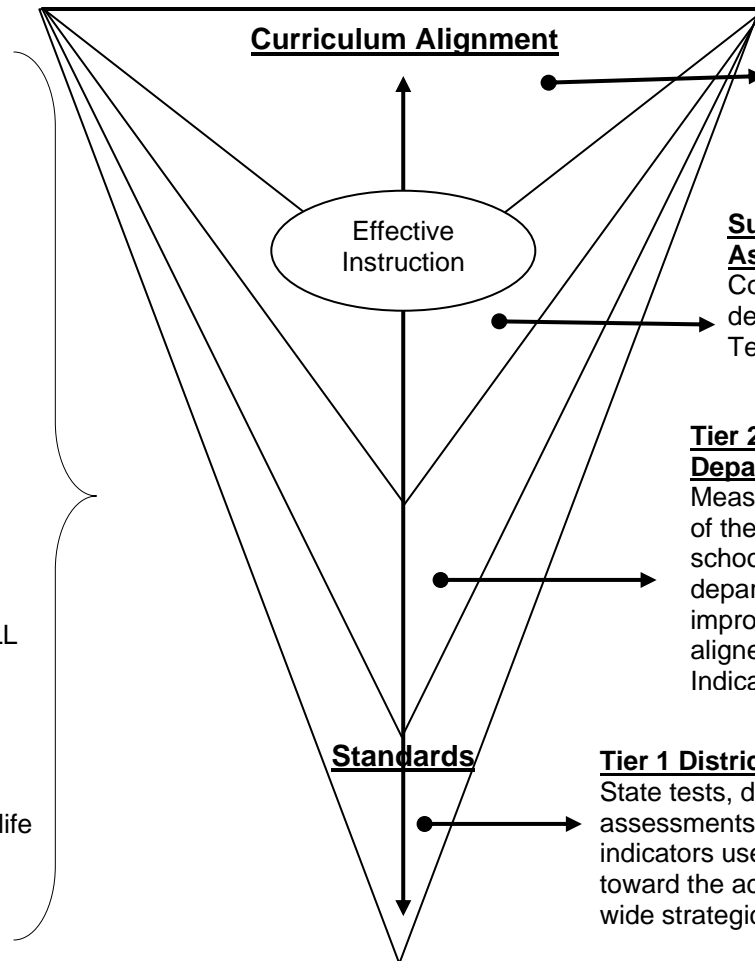
Our mission is to instill in all students the knowledge and skills necessary to thrive as life-long learners and responsible citizens who are confident, cooperative, and prepared to meet the challenges of the 21st Century.

Values

- ◆ Relationships
- ◆ Trust
- ◆ Honesty
- ◆ Respect
- ◆ Integrity

Strategic Goals:

- ◆ Improve academic achievement for ALL students.
- ◆ Provide a safe, nurturing, and inviting learning environment.
- ◆ Enhance and retain a competent and caring staff.
- ◆ Actively engage our community in the life of the district.
- ◆ Maintain fiscal stability.



Data Sources

Classroom Assessments:

Classroom formative assessments that are indicators of individual student mastery of standards.

Subject Area/Grade Level Assessments:

Common Formative Assessments developed and analyzed by Learning Teams.

Tier 2 School & Central Office Department Indicators:

Measures indicating the impact of the strategies included in school and central office department strategic improvement plans. They are aligned with District-Wide Indicators.

Tier 1 District-Wide Indicators:

State tests, district benchmark assessments, and other large-scale indicators used to measure progress toward the achievement of district-wide strategic goals.

Tier 3 Reflections & Recommendations:

Narratives focused on the impact of school/central office department strategies. These narratives explain the extent to which expectations were met and focus on next steps toward continuous improvement.

Three Tiers

SUPPORTING COMPONENTS

<p><u>Improvement Plans</u> Provide templates to guide schools & central office departments as they plan, implement, and monitor selected strategies.</p>	<p><u>Professional Development</u> Offer effective job-embedded professional development in alignment with the stated goals and strategies.</p>	<p><u>Communication</u> Present clear communication about school and district progress to all stakeholders on a frequent basis.</p>	<p><u>Evaluation</u> Align evaluation protocols at all levels with the key elements of the accountability framework to ensure support of and by each individual.</p>	<p><u>Resources</u> Allocate resources in support of the district and school goals and strategies that are grounded in a comprehensive needs analysis and focused on student learning.</p>	<p><u>Celebration & Support</u> Maintain a consistent system and accurate system of rewards and support to ensure the achievement of goals. Celebrate success.</p>	<p><u>Timeline</u> Follow a clear and focused timeline to map out accountability framework implementation.</p>
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APPENDIX A

Possible Building/Central Office Indicators:

GOAL #1 – Improve Academic Achievement for ALL Students

Building/Central Office Indicators:
Increase the percentage of staff members involved in the development of SMART goals
Increase the percentage of staff members involved in Professional Learning Teams
Increase the percentage of staff members providing input on staff development needs
Increase the percentage of staff involved in ongoing staff development relating to reading and writing instruction
Increase the percentage of staff developing and using common formative assessments
Increase the number of students receiving literacy support at the primary level
Increase the opportunities for celebration of student and staff accomplishments
Increase the percentage of curriculum related assemblies
Increase the number of opportunities for parent/guardian education
Increase the percentage of the curriculum aligned with the Illinois Learning Standards/Illinois Assessment Framework
Increase the level of ongoing coordination/articulation across the District
Increase the availability of materials aligned to the curriculum
Increase the percentage of administrators trained and involved in walk-throughs
Increase the percentage of students in attendance
Increase the number of educational opportunities for students through technology
Increase the percentage of students who show improvement on the ACCESS assessment
Increase the number of extended learning opportunities for targeted students
Increase the numbers of students who have a minimum of one half a year's growth on mid-winter MAP
Increase the number of students in identified sub-groups who have a minimum of one year growth on mid-winter MAP
Increase percentage of students making one year growth fall to spring on NWEA reading, math, and language usage
Increase percentage of targeted students exceeding one year growth on NWEA reading, math, and language usage
Increase the numbers of students at benchmark on mid-year DIBELS
Increase the percentage of students at benchmark on district reading assessments (DIBELS)
Increase the number of students who score proficient or higher on trimester writing assessments using a common scoring guide

Increase the percentage of students scoring proficient or higher on Everyday Math Unit tests
Increase the percentage of students scoring proficient or higher on writing rubrics with the writing curriculum
Increase the percentage of students proficient or higher on common grade level assessments in math
Increase the percentage of students proficient or higher on common grade level assessments in reading
Increase the percentage of students proficient or higher on common grade level assessments in writing
Increase the percentage of students proficient or higher on common grade level assessments in science
Increase the percentage of students proficient or higher on common grade level assessments in social studies

GOAL #2 – Provide a Safe, Nurturing, and Inviting Learning Environment

Building/Central Office Indicators:
Increase the number of extra curricular programs (unduplicated count)
Increase the percentage of staff members trained in the use of CPR/first aid, AED
Increase the percentage of emergency drills conducted throughout the district
Decrease the percentage of fat content within the district hot lunch program
Increase the percentage of on-time bus arrivals and departures

GOAL #3 – Enhance and Retain a Competent and Caring Staff

Building/Central Office Indicators:
Increase the percentage of opportunities for new staff members to receive classroom support
Increase the number of staff development programs related to effective instructional strategies
Increase the percentage of ongoing staff development for certified staff
Increase the percentage of ongoing staff development for non-certified staff

GOAL #4 – Actively Engage Our Communities in the Life of the District

Building/Central Office Indicators:
Increase opportunities for community members to become involved in our schools
Increase the percentage of web pages with updated information (within the past month)
Increase involvement in community celebrations
Increase the involvement in charitable events
Increase the number of parents/guardians recognized for school/District involvement
Increase the number of volunteers within our school
Increase the frequency of District information communicated to the community

GOAL #5 – Maintain Fiscal Stability

There are only Tier I district-wide indicators for this goal
--

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p style="text-align: center;">Improve the Academic Achievement of ALL Students</p>				

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>				
<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>				
<p>Enhance and Retain Competent and Caring Staff</p>				
<p>Actively Engage Our Community in the Life of the School District</p>				

Appendix B.1 - Action and Monitoring Plan Header

Enrollment / Demographic information:

	Kdg	1st	2nd	3rd	4th	5th	6th	7th	8th	TOTAL
State										
Hooper										
Martin										
Thompson										
Pleviak										
Palombi										
District										

	Female	Male	White	Hispanic	African/ Amer.	Asian/ Pacific	Multi- Racial	Reg. Ed	Spec. Ed	LEP	DCFS/ Orphanage	Free/Red. Lunch
State	N/A	N/A										
Hooper												
Martin												
Palombi												
Pleviak												
Thompson												
District												

Appendix B.2 - Evidence of Plan Development

(Complete this summary of strengths and concerns after you have completed your Data Treasure Hunt. A data organizer table may be used to catalog various data. Select your Building/Central Office Indicators based on your identified Areas of Concern

Comprehensive Needs Assessment:

Areas of Strength

Areas of Concern

Appendix B.3 - Action and Monitoring Plan

(Each school and central office department will complete five to seven Action and Monitoring Plans, one for each Building/Central Office Indicator selected. These plans will contain a minimum of two indicators related to student achievement and at least one indicator for each of the remaining goals as identified in the Accountability Plan not to exceed a total of seven indicators.)

DISTRICT STRATEGIC GOAL:
DISTRICT-WIDE INDICATOR:

STRATEGY #_____

BUILDING/CENTRAL OFFICE INDICATOR #_____

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ACTIVITY (Action Steps)	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Activity #1				
Activity #2				
Activity #3				

Appendix B.4 - Professional Development Plan

(Schools are responsible for implementing the key principles for effective professional development as described in Section 4.1 of the Comprehensive Accountability Plan and Appendix C - Professional Development Rationale Form.)

Strategy Name and Number	Program	Responsibility	Resources	Timeline

Appendix B.5 - Ongoing Evaluation

(Building Leadership Teams and Central Office Administrative Teams will meet to evaluate their progress on their selected indicators each trimester. A new Ongoing Evaluation form should be completed for each evaluation. These evaluations will be discussed during Administrative Team Meetings.)

Indicator Name and Number	Reflections and Recommendations (Maintain, Modify, Move On) Date: _____

Appendix B.6 – Progress Monitoring Report

(Building and Central Office staff will complete a Progress Monitoring Report each trimester briefly describing the information that will be posted on Data Walls or other means to report progress.)

Trimester:

People responsible for completing the Data Display:

Data (Describe the tables, charts, and graphs that you will post to address the four strategic goal areas and your Building/Central Office Indicators. Include growth over time.)	Strategies (Focus on the strategies and programs that have been implemented to address the Building and Central Office Indicators.)	Inferences and Conclusions (Include the inferences and conclusions that you've drawn based on the Indicator data that you have collected.)

Appendix B.7 – End-of-Year Reflections / Recommendations

(Building Leadership Teams and Central Office Administrative Teams will complete a one-page document reflecting on their yearly progress as measured by their Building/Central Office Indicators and recommend future actions.)

Reflections/Recommendations:



APPENDIX C

Professional Development Rationale Form

Directions: Please complete and return this form to your building administrator

Title of Professional Development Activity:	
Date:	
Location (Facility, City, State):	
Name of Provider:	

Please answer the following questions by marking the scale according to your perceptions of this professional development activity.

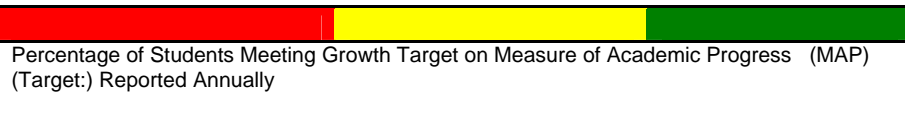
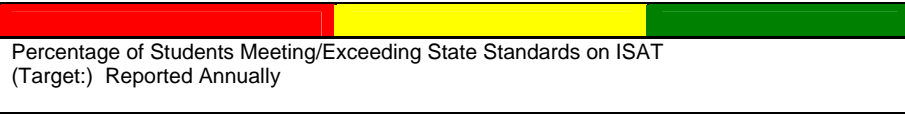
	Evident	Somewhat Evident	No Opinion
1. Aligns with individual, school or District goals			
2. Focuses on improving student learning, based on student needs			
3. Teachers learn how to incorporate new instructional strategies			
4. Teachers have the opportunity to implement learned strategies			
5. Considers how adults learn and their abilities to incorporate change			
6. Training provides the opportunity for ongoing collaboration with internal and external experts			
7. Individual students provided with consistent approaches, incorporating best practices			
8. Sustainability is achievable			

APPENDIX D

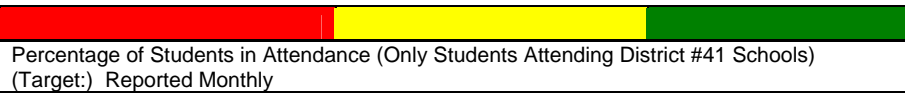
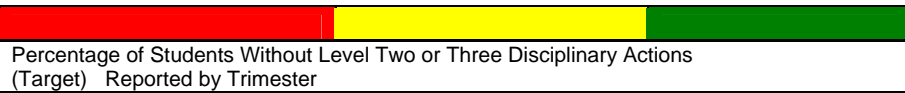
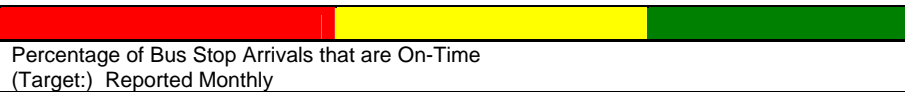
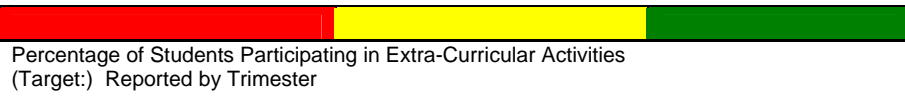
Lake Villa School District #41 Dashboard 2008-2009

Green indicates target met or exceeded. Yellow indicates below target. Red indicates significantly below target.

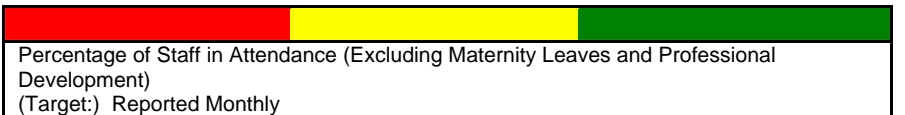
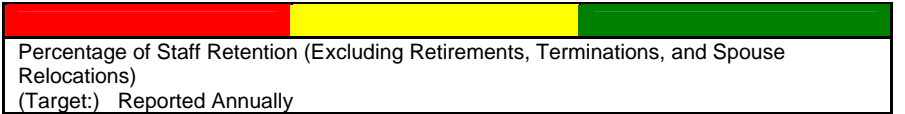
Strategic Goal #1: Improve the Academic Achievement of All Students



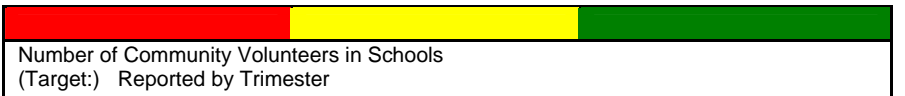
Strategic Goal #2: Provide a Safe, Nurturing, and Inviting Learning Environment



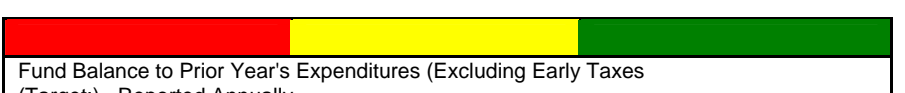
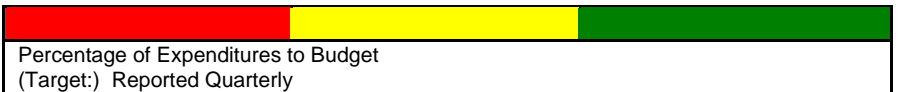
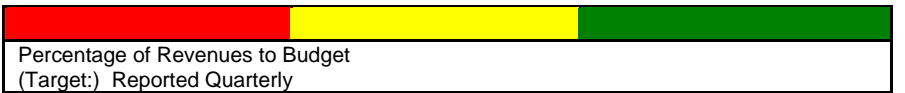
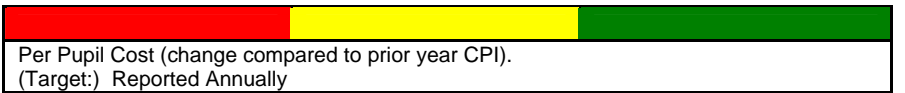
Strategic Goal #3: Enhance and Retain a Competent and Caring Staff



Strategic Goal #4: Actively Engage our Community in the Life of the School District



Strategic Goal #5: Maintain Fiscal Stability



GUIDELINES FOR DATA WALLS, or "The Science Fair for Grownups"

By Douglas B. Reeves, Ph.D.
Leadership and Learning Center
www.LeadandLearn.com
(866) 399-6019

One of the most powerful techniques that educators and school leaders can use to improve decision-making in the classroom, school, and district is the "Data Wall." Ideally, the Data Wall is a portable display, using the cardboard three-panel display frequently used for student science fairs. When administrators gather to discuss their ideas for improving student achievement, the Data Walls provide a rich source of information about the strategies employed in each school. Within each school, the Data Walls can be the focal point for faculty discussions on improving student achievement. For principals and teachers who are already using data to guide their instructional decision-making, the use of a Data Wall will not create any additional work. For leaders who are not using data to guide their decisions, the Data Walls provide a valuable technique to jump-start their work. Most importantly, this technique will insure that the analysis of student data is not isolated to a single seminar or a staff development program on data, but rather it becomes a continuous part of faculty and administrative decision-making throughout the school year.

THREE ESSENTIAL PARTS OF THE DATA WALL:

1. External data, such as state test scores.
2. Internal data (classroom assessments or other school measurements involving teaching practices chosen by the school that reflect its unique needs).
3. Inferences and conclusions (drawn from the data).

INFORMATION FOR THE PANELS:

Left Panel: Includes tables, charts, and graphs that illustrate state test scores for the school and district. There may also be narrative comments, such as *"84% of our students are proficient or higher in mathematics according to the state test scores and 78% are proficient according to a district test. A review of the last three years of data show consistent progress on both state and district measurements, with particular gains in the problems-solving portion of the math assessments..."*

Middle Panel: Includes data on teaching strategies associated with mathematics followed by another brief narrative, such as, *"The charts above show that the number of mathematics assessments including student writing has increased significantly in the past three years... Those assessments have emphasized the problem-solving portions of the state test. The charts also show a strong increase in interdisciplinary mathematics instruction, with the frequency of math instruction in music, art, physical*

education, technology, science, and social studies much greater for the most recent school year than was the case in earlier years."

Right Panel: Includes inferences and conclusions, such as, "Our analysis of the data suggests that multidisciplinary instruction in math and writing in math have both been effective strategies to improve student performance. Therefore, we have planned to expand these strategies in the following ways (provide examples of the strategies specifically applicable to the individual school). We remain very concerned about the 16% of students who are not proficient on the math portion of the state tests and have developed individualized learning plans for each of these students. In addition, we have added the following intervention strategies for all non-proficient students (include specific strategies applicable to your school)."

OTHER NOTES TO PREPARE FOR THE "SCIENCE FAIR FOR GROWNUPS":

1. Principals will not make formal presentations - the Data Walls speak for themselves. Principals should be prepared to respond to questions from colleagues about their Data Walls.
2. The primary function of the Data Wall and Science Fair is to allow principals to ask one another questions and share with each other informally how they achieved their successes. *[If the Science Fair takes place during a multi-day leadership conference, then the displays should be set up during the breakfast of the first day and left up throughout the conference.]*
3. The process of continuous collaboration must continue all year, not just at the retreat. The Data Walls can be the focus of internal staff development, joint faculty meetings with other schools, and planning for instructional interventions and professional development activities.
4. **CRITICALLY IMPORTANT:** The Data Walls are not for the purpose of impressing outside observers, the superintendent, or any other external audience. The primary purpose of the Data Walls is for the principals to share information with their fellow principals and, most importantly, with their faculties.
5. Principals will have to make choices regarding which data to use. They will want to show the information that is most important, drawing clear conclusions, and making the point to the faculty members that they are not merely displaying data, but **USING** data to inform their leadership decision making.

APPENDIX F

The District has implemented many techniques and processes for communication including:

- Student handbooks providing a contract outlining the students' rights and responsibilities
- Photo permission contact
- Internet safety permission slip
- Student disciplinary contract
- Bus rules
- Crisis plan
- Emergency drills
- Examination of daily student schoolwork by parents/guardians
- Behavior intervention plans, developed on an individual case basis
- Attendance (student, staff, and administration)
- **Individualized Education Programs**
- Curriculum nights providing specific grade level topics/units, benchmarks, expectations, classroom procedures, resource programs, and information regarding testing
- Open Houses provide an informal look at the child's classroom and projects. In addition, grade level teams plan unit projects
- Background screening application
- Volunteering parents/guardians may observe and participate in their child's school by volunteering and/or attending events
- **Parent Teacher Organization**, organizes volunteers for fundraising, curriculum support, and community events. PTO meetings are posted and open to all District #41 Board Members, administration, teachers, and parents/guardians
- Midterm reports
- Parent/Guardian/Teacher Conferences are held to provide communication regarding student progress. Report card grades, NWEA/MAP test scores, learner characteristics, interventions and goals are discussed.
- Student led conferences are held to encourage students to actively participate as the facilitators by sharing goals and evidence of their progress through portfolios of their work
- Music programs, band concerts, art appreciation show
- Physical education awards
- Computer class program accomplishments
- Assemblies
- Celebrations
 - Character Awards Programs
 - Academic Achievement Awards
- SMART (Specific, Measurable, Attainable, Reliable, Timely) Goals
- Curriculum Advisory Council meetings are posted and open to all District #41 Board Members, administration, teachers, parents/guardians and community members. The purpose is to allow for an exchange of information and ideas regarding District #41 curriculum and programs.
- District #41 website: www.district41.org
- Newsletters (classroom, school, District, and PTO)
- Board of Education policy manual
- Board of Education meetings are posted and open to all District #41 administration, teachers, parents/guardians, and community members
- Parent/guardian surveys

- Staff exit interviews
- Grade level team meetings
- Special Services Team meetings
- Staff meetings
- Professional Development
- Teachers handbook
- Voicemail and email
- Task Force
- Committees
- Standardized testing providing quantitative data
 - NWEA/Measures of Academic Progress – This method of testing produces scores making it possible to monitor students’ growth from year to year along a developmental continuum. The test is matched to the student, making the scores more accurate. Scores are measured in percentiles and RIT scale scores. The RIT score shows a student’s current achievement level along the continuum scale. Separate scales are available for reading, math, and language usage. The NWEA/MAP testing method provides test scores within forty-eight hours of students taking the test. These scores are then used to plan differentiated instruction for individuals, small groups, and whole classes. Group scores are utilized for school improvement data analysis. Formal School Improvement Plans are presented to the Board of Education for final approval.
 - ISAT testing data is available each fall for the past years testing completed by individual schools and the District. Examination of the ISAT scores provides data for the school improvement process. Evaluation of these scores by individual and by grade level to assist in determining individual intervention plans and school improvement goals.
 - Lexile and RIT scores
 - State Report Cards/No Child Left Behind information is developed by each district, in coordination with local Regional Offices of Education and the Illinois State Board of Education and are presented to the public each year. Administration is readily available to discuss and clarify information with parents/guardians.
 - Individual and group progress measured with Illinois Standards for Students with limited English proficiency using ACCESS for ELL (Assessing Comprehension and Communication in English State to State for English Language Learners)
 - DIBELS
- Additional quantitative data available:
 - Number of students eligible for TPI/TBE
 - Students enrolled in resource reading
 - ESL and ELL learners
 - Number of students eligible for reduced or free lunch programs
 - Number of students qualified for accelerated math programs
 - Number of students qualifying for an IEP
 - Number of 504 plans
 - Number of students with a behavior intervention plan
 - Midterm reports
 - Report cards
 - Special recognition and/or awards
 - Parent/Guardian survey results
 - Students enrolled in STAR reading program
 - Students enrolled in STAR math program
 - Students enrolled in tutoring

GLOSSARY

ACCESS - English language proficiency assessment.

Action and Monitoring Plan – A system for monitoring implementation and progress of school improvement initiatives

AED - Automated External Defibrillator

Common Formative Assessment - Pre-assessments that are consistent, contain agreed-upon expectations, and align with District curriculum/Illinois State Learning Standards/Illinois Assessment Framework.

Coordination/Articulation - Coordination refers to the collaborative process within the same grade level or department in a building or district-wide whereas articulation is between multiple grade levels or departments in a building or district-wide.

CPR - Cardiopulmonary Resuscitation

Crisis Plan - The Crisis Plan includes policies, procedures, and forms that are put into place for a time of crisis.

Data Teams/Learning Teams - Small grade level or department teams that examine individual student work generated by common formative assessments. These teams are collaborative, structured, and contain scheduled meetings that focus on the effectiveness of teaching and learning.

DIBELS - Dynamic Indicators of Basic Early Literacy Skills

DRA - Developmental Reading Assessment

ELL - English Language Learner

ESL - English as Second Language

Illinois Learning Standards - The Illinois Learning Standards define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling.

Indicator – An index for measurement

Initiative – An introductory step

Job Embedded Professional Development – Ongoing professional growth activities integrated into the day-to-day responsibilities of staff and focused on developing and evaluating curricula, instructional activities, and student assessments (*Guskey, 2000*)

MAP - Measure of Academic Progress

NWEA - Northwest Evaluation Association

Professional Learning Community - Collaborative teams whose members work interdependently to achieve common goals.

Plan on a Page – Essential planning components of the **Action and Monitoring Plan** reduced to 1-2 pages in length

PTO - Parent Teacher Organization

Red Ribbon Week - Red Ribbon Week includes activities that encourage students to be drug-free.

RIT Score - Rausch unit score

SMART Goal - Specific, Measurable, Attainable, Relevant, and Timely goal

Sub Group - Groups identified through the school report card

Tools for Teaching – A comprehensive multifaceted strategy that works to improve teacher’s classroom instruction, student motivation, and student/classroom discipline through the use of fundamental classroom management skills.

TBE - Transitional Bilingual English

TPI - Transitional Program of Instruction

Walk-Through - A short, focused, informal administrative observation. These informal observations may result in reflective conversation.