

GLENBROOK HIGH SCHOOLS
Office of the Assistant Superintendent for Educational Services

TO: Dr. Michael Riggle
FROM: Rosanne Williamson
DATE: December 7, 2011
RE: District Improvement Plan

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

The submission of a NCLB District Improvement Plan is required by federal and state regulations for districts that are in academic watch status. The district is in its fifth consecutive year of not making AYP which places it in the Federal Improvement Status of Corrective Action Year 2. State Improvement Status is designated as Academic Watch Status Year 2.

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

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

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

- The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
- The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.
- The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.
- The district provides the technology, training, and support to facilitate the school's data management needs.

There is overlap in some of the indicators related to data systems. The implementation of a data collection, reporting and analysis system would also be part of the district goal of developing a new three-year technology plan.

Glenbrook/Northfield Twp HSD 225

Improvement Plan Report

Key Indicators are shown in **RED**.

Continuous Improvement		
District Vision and Direction		
Indicator	CC02 - SC-The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	For the last two years the district has gathered and analyzed college retention and completion data from the National Student Clearinghouse. Students are also surveyed in the spring of their freshman year in college. Data show that 94% of students report that their preparation for college courses was good or excellent compared to a national statistic of 56%. This information was presented publically to our school board. As such, the district communicates its vision to all stakeholders. This information is presented annually at a school board meeting that is open to the public. Principals and college counselors share this information with parents, students and other stakeholder groups during presentations that occur during the course of the school year.

Indicator	IA08 - SP-The school board and superintendent present a unified vision for school improvement. (1124)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	Board policy establishes the mission and vision statement that includes agreed upon values and expectations relative to the instructional program. The schools formally share their required improvement plans with the Board who reviews and approves formal plans.

Indicator	IA09 - SP-The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The superintendent and other members of the central office staff annually report student progress information to the Board. The Board reviews and provides feedback regarding data related to student learning outcomes. District and

		school leadership reviews 20% of the curriculum each year. The Board reviews and provides feedback regarding annual curriculum reports related to student learning outcomes.
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Continuous Improvement

District Support for School Improvement and Student Achievement

Indicator	D7 - SC-SP-The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	The District and high schools use the Danielson Model to evaluate teachers and insure that the intended curriculum is monitored with fidelity. In addition, each high school uses curriculum teams of teachers who meet regularly to review curriculum scope and sequence, assessments and instructional practices. The district incorporates a curriculum review cycle in which 20% of courses in each department are evaluated each year by committees of teachers and administrators. Curriculum reports are presented to the Board on an annual basis. Departmental Instructional Supervisors take responsibility and are accountable for insuring that the curriculum is implemented with fidelity. The district is working with sender districts regarding articulation of the Common Core State Standards (CCSS) in English/Language Arts and Mathematics to insure that students are prepared for transition to the high school and that adjustments are made in response to CCSS.

Indicator	IA12 - SP-The district intervenes early when a school is not making adequate progress. (1128)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district provides support for schools in addressing the subgroups in which students are not making adequate yearly progress. The district assists the schools in addressing compliance issues around school choice and supplemental educational services.

Indicator	IA13 - SP-The district works with the school to provide early and intensive intervention for students not making progress. (1129)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district supports the schools in identifying students at risk of not making adequate yearly progress through articulation with sender districts, freshman placement test information, AIMSweb data, and summer programs to support students in the areas of math, study skills, and

school readiness. Subgroups include special education students, low income students and limited English proficient students. As an example, learning centers were established at each school to address student needs.

Indicator	IC01 - SP-The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	In the district leadership team meetings which include the building principals, principals regularly share progress on school improvement goals through agenda items. The superintendent regularly reports to the Board the progress of schools relative to school improvement plans.

Indicator	IC02 - SP-The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district has designated the Assistant Superintendent for Educational Services as the contact person for the schools relative to school improvement plan progress. This individual meets with building-level teams to assist in school improvement planning, compliance, monitoring and services as a conduit to the schools relative to information from the state, RESPRO, and NCISC.

Indicator	IC05 - SC-SS-The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	
Status	Tasks Completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/14/2010
	Describe current level of development:	The district continues to review standards such as the college readiness standards and the new common core standards to insure that curriculum is aligned with these standards. The district is currently reviewing curriculum in the context of RtI to insure that the curriculum is scientifically research-based, that all students have access to a guaranteed curriculum that has a high degree of rigor.
Plan	Assigned to:	Rosanne Williamson
	How it will look when fully met:	The schools will establish curriculum guides for courses that identify the content, scope, sequence and required skills that are aligned to state standards.
	Target Date:	06/30/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	IC07 - SP-Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district identifies school improvement late start days (8 each year). The schools determine areas of focus and plan professional development for these days. Follow-up relative to school improvement days take place during faculty meetings or department meetings. A district-wide staff development day is provided each year and professional development for that day is determined by school needs.

Indicator	IC08 - SP-Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	All staff is expected to participate in staff development relative to their role in the organization. Time is built into the schedule and aligned with school and district goals around school improvement.

Continuous Improvement

District Allocation of Resources for School Improvement

Indicator	IA06 - SC-SP-The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)	
Status	Tasks Completed: 0 of 7 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/14/2010
	Describe current level of development:	The district provides the schools with access to data and reports available through the new student information system with support from district technology staff, technology trainers and designated staff members at each school who are assisting and supporting staff in the use of the system. Building-level RtI teams are analyzing data to establish local norms in the areas of reading, math, writing and behavior. Teachers utilize GradeMaster to make instruction and curriculum decisions and review some common local assessments.
Plan	Assigned to:	Rosanne Williamson
	How it will look when fully met:	The district will establish an integrated data collection, reporting and analysis system that is accessible to teachers, user-friendly and informs curriculum and instruction decisions. The district will provide the technology and training in order to establish this integrated data system.
	Target Date:	06/30/2013

Implement	Percent Tasks Completed:	0 of 7 (0%)
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Indicator	IA10 - SP-The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	Based upon building-level student needs, principals request or reallocate resources and provide a rationale to the district leadership team regarding these programmatic changes. Site-based decisions are made with direction and support from the district leadership team. Schools use student progress data to identify needs and develop programs to support those needs. This includes the professional development needs of teachers.

Indicator	IA11 - SS-The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)	
Status	Tasks Completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/14/2010
	Describe current level of development:	Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.
Plan	Assigned to:	Rosanne Williamson
	How it will look when fully met:	Teachers and administrators will have access to student achievement data, including formative assessment data that informs curriculum and instruction decisions.
	Target Date:	06/30/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	IA14 - SP-The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district has a two-year State-approved new teacher mentor program that provides extensive professional development to new staff using a peer coaching model. The district recruits highly-qualified staff that is able to meet student needs in the ELL program, specifically focusing on those proficient in Spanish or Korean. The district intentionally recruits minority teachers.

Indicator	IB02 - SS-In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district improvement team regularly reviews school improvement strategies at each school and assesses their effectiveness. Building-based leadership teams are developed and serve to monitor global student performance across academic and behavioral domains. These teams will coordinate the provision of services, professional development, access to and allocation of resources and monitoring effectiveness of student programming.

Indicator	IC06 - SP-The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	
Status	Tasks Completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/14/2010
	Describe current level of development:	The district provides the schools with access to data and reports available through the new student information system with support from district technology staff, technology trainers and designated staff members at each school who are assisting and supporting staff in the use of the system. Building-level RtI teams are analyzing data to establish local norms in the areas of reading, math, writing and behavior. Teachers utilize GradeMaster to make instruction and curriculum decisions and review some common local assessments. Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.
Plan	Assigned to:	Rosanne Williamson
	How it will look when fully met:	The district has established a data management system that all teachers utilize to access and enter student achievement data that informs curriculum and instruction decisions.
	Target Date:	06/30/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Continuous Improvement

District and School Improvement Processes

Indicator	IA07 - SS-In collaboration with its schools, the district sets district and school	
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	achievement targets for all students and for AYP subgroups. (1123)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The district uses the EPAS system to set target goals reviewing aggregated data and disaggregated data for subgroups not making AYP. Specific targets for subgroups were identified in the previous school improvement plan. District staff works with school staff to identify growth targets for subgroups not making AYP. Our subgroups have fluctuated due to some subgroups making safe harbor and some subgroups dropping below 45.

Indicator	IB01 - SS-The district operates with district-level and school-level improvement teams. (1132)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	Representatives of the district improvement team interface regularly with school improvement teams to review data and establish goals for improvement. The district improvement team includes the superintendent, assistant superintendent, principals and associate principals for curriculum and instruction from each school and the district director of special education. District improvement planning occurs on a monthly basis.

Indicator	ID01 - SS-A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	District and school improvement team members are officially designated and listed in improvement plan documents that are approved by the Board of education. Board policy establishes direction and support for the mission and vision of the district.

Indicator	ID10 - SP-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	The school's leadership team regularly reviews student performance data. The Danielson appraisal model is used for teacher evaluation. This model is grounded in the professional development of teachers and identifies specific areas for teacher growth in planning and preparation, instruction, classroom environment and professional responsibilities. Teachers set professional goals following a self-assessment based upon the Danielson rubric.

		Instructional Supervisors and other administrators regularly set professional goals with teachers and formally and informally observe classroom instruction.
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December 07, 2011