GLENBROOK HIGH SCHOOLS
Office of the Assistant Superintendent for Educational Services

TO: Dr. Michael Riggle
FROM: Rosanne Williamson
DATE: January 8, 2014
RE: District - NCLB School Improvement Plan

Critical question: Why must the District complete the No Child Left Behind (NCLB) District Improvement Plan?

The submission of a NCLB District Improvement Plan is required by Federal and State regulations for districts that do not make adequate yearly progress as measured by student performance on the Prairie State Achievement Exam (PSAE). The district is in Federal Improvement Status of Corrective Action Year 4. State Improvement Status is designated as Academic Watch Status Year 4.

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

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

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

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

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

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

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

Northfield Twp HSD 225 - Rising Star Continuous Improvement Plan

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Rising Star (D)- SmartPlan Indicators

			Status
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science. **Title I Expectations:** Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	SC,SP,RT3,DTI	Full Implementation 11/20/2012

Assessment

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

			Status
IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) **RT3 Expectations:** The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3	In Plan 3 of 6 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)

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

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The district will establish an integrated data collection, reporting and analysis system that is accessible to teachers, user-friendly and informs curriculum and instruction decisions. The district will provide the technology and training in order to establish this integrated data system.
3	Target Date:	06/12/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Commence outreach, requirements gathering, and IT systems analysis for implementation.

Year 2 - Through June 30, 2012 [District Scope of Work Activities]

Commence outreach, requirements gathering, and IT systems analysis for implementation.

Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

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

Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

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

Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

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

Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

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

Year 7 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]

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

Year 8 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]

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

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

5	Tasks								

1	Determine additional school and district data needs not met by the existing student information system.								
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	10/01/2012	End Date	01/31/2014	Timeline		
	Budget & Funding Sources($)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds		Total
	0	0	0	0	0	0	0		0
	Comments		Staff have identified data needs not met by the existing student information system.						
	Task Completed		**10/31/2013**						

	The district will arrange site visits to schools using data management software that will align with the student information system.								
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	10/01/2014	End Date	12/31/2014	Timeline		
	Budget & Funding Sources($)								

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Comments	
Task Completed	

3

The district will identify data available in the student information system and refinements needed to provide greater access to needed data.

Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	10/01/2013	End Date	05/30/2014	Timeline	

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

Comments	The district identified data and fields available in the new student information system and is in the process of making refinements to provide greater access to needed data; however, there remain data needs outside of the scope of the student information system.
Task Completed	**12/31/2013**

4

Determine additional school and district data needs not met by the existing student information system.

Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	10/01/2012	End Date	06/07/2013	Timeline	

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

Comments	As part of the district wellness initiative, school and district data needs not met by the existing student information system were identified.
Task Completed	**06/07/2013**

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

	system.							
5	Assigned to	R. Williamson, C. Muir, K. Frandson, R. Bretag	Start Date	10/01/2013	End Date	05/30/2014	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

	The district will provide professional development to staff in using the selected data management system.							
6	Assigned to	R. Williamson, R. Bretag, K. Frandson, C. Muir	Start Date	01/05/2015	End Date	05/29/2015	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

Implement

Percent Tasks Completed	50%
Objective Status	

IA08	The school board and superintendent present a unified vision for school improvement. (8)	SP	Status Full Implementation 11/20/2012

Assessment

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

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI	Status Full Implementation 11/20/2012

Assessment

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

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10) **RT3 Expectations:** The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. **HQT Expectation:** The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified.	CL,SP,HQT,RT3,DTI	Status Full Implementation 01/11/2013

Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.

Assessment

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

			Status
IA12	The district intervenes early when a school is not making adequate progress. (12)	SP,SD	Full Implementation 11/20/2012

Assessment

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

			Status
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) **Title I Expectations:** Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP,RTI,ELL,DTI	Full Implementation 11/20/2012

Assessment

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

			Status
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) **RT3 Expectations:** The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. **HQT Expectation:** The district ensures that only highly qualified teachers are hired. **Title I Expectations:** Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL,SP,HQT,RT3,DTI	Full Implementation 01/11/2013

Assessment

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

			Status
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)	SP	Full Implementation 11/20/2012

Assessment

Level of Development	Initial: Full Implementation

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

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)	SP	Status Full Implementation 11/20/2012

Assessment

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

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

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	The district provides the schools with access to data and reports available through the new student information system with support from district technology staff, technology trainers and designated staff members at each school who are assisting and supporting staff in the use of the system. Building-level RtI teams are analyzing data to establish local norms in the areas of reading, math, writing and behavior. Teachers utilize GradeMaster to make instruction and curriculum decisions and review some common local assessments. Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The district has established a data management system that all teachers utilize to access and enter student achievement data that informs curriculum and instruction decisions.
3	Target Date:	06/12/2015

4	Tasks

<table>
<tr><td rowspan="8">1</td><td colspan="9">The district will provide professional development to staff in using the selected data management system.</td></tr>
<tr><td>Assigned to</td><td>R. Williamson, C. Muir, K. Frandson, R. Bretag</td><td>Start Date</td><td colspan="2">01/05/2015</td><td>End Date</td><td colspan="2">06/12/2015</td><td>Timeline</td></tr>
<tr><td colspan="9">Budget & Funding Sources($)</td></tr>
<tr><td>District</td><td>Title I</td><td>Title II-D</td><td>Title III</td><td>State Funds</td><td colspan="2">Grant Funds</td><td>Other Funds</td><td>Total</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td colspan="2">0</td><td>0</td><td>0</td></tr>
<tr><td>Comments</td><td colspan="8"></td></tr>
<tr><td>**Task Completed**</td><td colspan="8"></td></tr>
</table>

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

| 2 | Assigned to | R. Williamson, C. Muir, K. Frandson, R. Bretag | Start Date | 10/01/2013 | End Date | 12/31/2014 | Timeline | |

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

Comments	
Task Completed	

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

| 3 | Assigned to | R. Williamson, C. Muir, K. Frandson | Start Date | 09/01/2015 | End Date | 12/31/2015 | Timeline | |

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

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs. (34) **Title I Expectations:** Describe how the district will **coordinate programs under Title I and Title II** to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI	Status Full Implementation 11/20/2012

Assessment

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

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) **HQT Expectation:** Staff development is used to support getting all teachers highly qualified.	SP,HQT	Status Full Implementation 01/11/2013

Assessment

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

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI	Status Full Implementation 01/24/2014

Assessment

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

Northfield Twp HSD 225 - Rising Star Continuous Improvement Plan

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Rising Star (D)- SmartRestructuring

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

Assessment

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

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

Assessment

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

| IB05 | For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136) | SR | Status

Full Implementation
01/11/2013 |

Assessment

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

| IB06 | For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137) | SR | Status

Full Implementation
01/23/2013 |

Assessment

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

| IB07 | The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138) | SR | Status

Full Implementation
01/11/2013 |

Assessment

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

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

Assessment

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

			Status
IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	SR	Full Implementation 01/11/2013

Assessment

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

IB10	The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)	SR	Status Full Implementation 01/11/2013

Assessment

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

IB11	The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement. (26)	SR	Status Full Implementation 01/11/2013

Assessment

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

IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)	SR	Status Full Implementation 01/11/2013

Assessment

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

Northfield Twp HSD 225 - Rising Star Continuous Improvement Plan

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Rising Star (D)- SmartStart Indicators

IA07	The district sets district, school, and student subgroup achievement targets. (7) **Title I Expectations:** Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Status Full Implementation 01/23/2013

Assessment

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

IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL	Status In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	Currently the district uses the student information system to organize and provide access to student assessment data. Data use has been more concentrated at the administrative level to assess and inform school improvement. Each school accesses and utilizes available data at different levels. The district maintains data that addresses student learning. Data is not yet readily available and easy to access for teachers. Training relative to the use of student achievement data has been limited.

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	Teachers and administrators will have access to student achievement data, including formative assessment data that informs curriculum and instruction decisions.
3	Target Date:	06/12/2015

4	Tasks						

1	The district will provide staff with professional development in the use of student achievement data to inform curriculum and instruction decisions that support school improvement.						
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	01/05/2015	End Date	06/12/2015	Timeline

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

Comments	
Task Completed	

2	The district will implement a user-friendly data management system.						
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	01/05/2015	End Date	06/12/2015	Timeline

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

0	0	0	0	0	0	0	0

Comments	
Task Completed	

3

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

Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	01/05/2015	End Date	06/12/2015	Timeline	

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

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IB01	The district operates with district-level and school-level improvement teams. (16) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3	**Status** Full Implementation 01/11/2013

Assessment

Level of Development	Initial: Full Implementation

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

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS	Status Full Implementation 11/20/2012

Assessment

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

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) **RT3 Expectations:** The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3	Status In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation

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

Plan

1	Assigned To	Rosanne Williamson
2	How it will look when fully met:	The schools will establish curriculum guides for courses that identify the content, scope, sequence and required skills that are aligned to state standards.
3	Target Date:	06/30/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Establish district CCSS implementation and alignment teams.

Year 2 - Through June 30, 2012 [District Scope of Work Activities]

Establish district CCSS implementation and alignment teams.

Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

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

Engage in curriculum analysis using new standards.

Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

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

Engage in curriculum analysis using new standards.

Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Integrate writing throughout the curriculum.

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

Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Integrate writing throughout the curriculum.

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

Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

Implement CCSS throughout the curriculum.

Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

Implement CCSS throughout the curriculum.

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

5	Tasks						

1	Schools will identify curriculum guides currently in use. Now that Illinois has adopted the Common Core Standards, more work will be needed to align/compare existing curriculum to the new standards.						
	Assigned to	R. Williamson, C. Muir, K. Frandson, Rosanne, D. S	Start Date	09/04/2012	End Date	06/01/2014	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

2	The curriculum guides will be modified, developed and implemented in light of the Common Core standards.							
	Assigned to	R. Williamson, C. Muir, K. Frandson	Start Date	09/04/2012	End Date	06/30/2015	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
	Task Completed							

Implement

Percent Tasks Completed	0%
Objective Status	

ID01	A team structure for schools is officially incorporated into district policy. (36)	SS	Status
			Full Implementation 01/24/2014

Assessment

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

To: Rosanne Williamson, Assistant Superintendent
From: Cameron Muir, Associate Principal for Curriculum & Instruction
Date: February 6, 2014
Re: NCLB School Improvement Plan

Attached you will find the document, *The Comprehensive Plan Report,* which satisfies the requirement to submit a school improvement plan as stipulated by the Illinois State Board of Education. The writing of this plan is required of all schools that do not make adequate yearly progress in one or more subgroups for two consecutive years as specified by NCLB. The document attached indicates the progress made on the plan that was submitted last year.

This plan reflects the ongoing school improvement that already exists and is part of the continual process of analysis and evaluation of curriculum, instruction, and learning done by our school improvement team. Throughout the document Glenbrook South's organizational goals provide the main focus of the improvement plan. The goals are listed below.

> Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback.

> Curricular Goal
> > We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success.

> Instructional Goal
> > We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success.

> As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.

<table>
<tr><td colspan="3" align="center">Indicator Analysis — Leadership</td></tr>
</table>

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Throughout the course of this year the professional development team has planned for course teams to meet to backward plan curriculum, develop formative assessments, and learn engagement strategies for purposes of instruction.	

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have weekly meetings that plan for staff development and address school issues. Our leadership team is headed by our principal and associate principals and includes our department chairs and several teachers. Our work is centered on the organizational goals developed by this team and other teachers.	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have all our meeting agendas and minutes saved to our network drive that are available to all members.	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	We have two groups that both meet weekly. Our Administrative Council consists of the principal, associate principals, and assistant principals. This group provides broad leadership in areas of student services, activities, instruction, and discipline. It also is concerned with the operations and maintenance of the building. The Instructional Council consists of the principal, the associate principals, department chairs and a few teachers. The purpose of this group is specific to the areas of curriculum, instruction, and student services. It is from here that professional development is designed and led.

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have monthly faculty meeting and monthly department meetings to share information and we have a monthly faculty council that meets with the principal to share their insights and concerns about school matters.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have annual data retreats with school staff examining the PSAE data, grades, course sequences, and discipline records. Department course teams meet periodically and use formative and summative assessment data to analyze the effectiveness of their instruction. Our Curriculum Review Teams meet regularly and use performance data to look at courses longitudinally over a five year period of time.	

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal is part of the leadership team that examines data and uses it to create long-term and short-term goals for students and staff. The principal and two associate principals visit all classrooms through the course of the year to determine the implementation of the instructional norms.	

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The principal, as part of the Instructional Council, oversees the five-year curriculum review cycle and the leadership team works with department chairs to ensure that curriculum is implemented properly through the visiting of classrooms and the oversight of course teams. Glenbrook South High School fully adopted the Charlotte Danielson Model for Professional Practice.

Indicator Analysis — Curriculum

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Each of our department chairs uses the Charlotte Danielson Model for Professional Practice to guide their evaluation work. Within this model there are indicators for teachers and chairs to discuss and use as a tool to determine needed professional development. Goals meetings are set up at the beginning of each year with each teacher using this framework to create and self-monitor their progress. Chairs also have ongoing conversations with each teacher about progress on the goal. Additional factors can be identified by the chair to guide professional development planning.	

Indicator Analysis - Instruction

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	This is an ongoing process of aligning the College Readiness Standards and Common Core Standards to courses. We are in the process of aligning these standards vertically within levels(assuring that all standards are present to accommodate appropriate course rigor) and horizontally by year or grade level (assuring all standards are scaffolded to to allow for proper placement). This includes course teams identifying where standards will be taught and learned within course units. This process should be completed by the end of the 2012-2013 school year. Our course teams have begun using the backward design model for designing curriculum and will take these standards and develop unit plans for the next five years completing in the 2018-2019. Eac course will take approximately three years to complete and the entire curriculum will take five years. We codify all of this as well as other content matters within the curriculum maps for each course.		

Indicator Analysis — Assessment

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)	SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are in the process of vertically aligning our course sequences to the college readiness standards. This is part of our cycle of curriculum review that takes place over a five-year period of time. We are also in the beginning stages of identifying the essential questions for each course after which, course teams will begin to develop units of study that correspond to the college readiness standards. These will then be incorporated into our existing curriculum maps. Department chairs monitor the unit development and the implementation of the curriculum review process.	

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Our five-year curriculum review process requires teams to develop or adjust current curriculum maps. These maps have embedded within them the college readiness standards, the content standards and the essential questions to be addressed within the course. There are common assessments throughout the year to be administered by the teacher of each section. All teachers are aware of the instructional norms that are expected within the school and receive staff training on the strategies associated with them.	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Teachers employ a variety of methods to assess proficiency. These include short response, short essay, short papers, term papers, projects, short quizzes, unit exams, common final exams and formative assessments. Each teacher will use more than one method within the same course and often within the same exam. Teachers maintain these records in an electronic grade book that is available for students and parents to see.

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have allocated FTE resources to provide our faculty with ongoing and job-embedded professional learning related to differentiated instruction. Our instructional coaches with teachers design learning activities that meet the needs of all students.	

IIIA35	Students are engaged and on task. (1161)	SP

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model. Self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model. Self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

Indicator Analysis - Professional Development

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have a school information system that warehouses the totality of student records that include demographic information, discipline and attendance records, student grades, and student testing information.	

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback. Curricular Goal We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success. Instructional Goal We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success. As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.	

IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The team regularly looks at formative assessment, EPAS information, item analysis of EPAS information, and progress monitoring data for students receiving interventions. We disaggregate the data so we can examine the performance of different subgroups. Once the information is examined, others are brought into the process to determine the causal factors and possible interventions to improve student achievement.

IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have three Response to Intervention teams analyzing student data and progress on students that are below expectations in math and reading. These teams analyze the content-based measures as well as other probes to determine whether or not students will need interventions. There is also problem-solving team that uses this data to help determine whether students need interventions in the social-emotional arena. Course teams within departments are coordinating efforts around formative assessments. This information is used to adjust instruction and monitor progress of students. College Readiness data is also used within these course teams to prioritize the standards on which to focus. Each year instructional leaders participate in a data retreat sponsored by North Cook System of Support.	

Indicator Analysis - Community and Family

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Students receive report cards and progress reports formally at least four times per year. There is also a parent/student portal/website that gives up to date progress on how students are meeting the expectations of the course. Each year parents receive information on where their student is in relation to the College Readiness Standards.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. Our Board of Education also establishes policies related to teacher expectations and our teacher contract also conveys teacher responsibilities. The Danielson Framework for Professional Practice also provides teachers with expectations and responsibilities.	

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. It is available to personnel via website and departmental copies.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Parent nights that target specific subgroup populations are planned throughout the school year. Beginning in the early fall, all parents are invited to an open house where they visit each of their student's classrooms and see the teacher of the class. Later there are parent conferences where parents meet with each of their student's teachers to discuss their student's progress. For incoming freshman parents, we have curriculum and activity nights that introduce parents to the school and opportunities available. Our principal also has a parent advisory forum where he presents topics and issues that the administrative team seeks advice on. This is also the opportunity for parents to bring up topics that they feel need to be addressed. These groups meet four times per year with the principal and other administrators. In addition, there are general meetings open to all parents in which presentations occur.

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The teacher of each classroom sets the expectations of their students. This is done though classroom information portal and course syllabus. Communication of expectations also takes place at open house and conferences.	

Indicator Analysis – Conditions for Learning

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our ongoing measure to improve student engagement at our school, our team developed these instructional norms: In order to continually maximize student learning, we understand that the successful implementation of instructional norms is dependent upon careful planning and preparation, maintaining an intellectually, emotionally, and physically safe environment, and making active professional contributions to the Glenbrook community. • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The emphasis on safety in the building is emphasized as an assumptive characteristic of our classroom and school. We have spent time during our professional learning mornings to reinforce this important idea with staff. We interviewed both staff and students, and also anonymously surveyed students to understand the current climate in the building. From this information, we built the professional learning activities for the year. These norms were communicated as part of a feature in the school newspaper, directly to parents via the Principal's Advisory Forum, and to staff through faculty meetings, department meetings, and professional development activities.	

	Action Plan - Monitoring Process						

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Cameron Muir	06/30/2019	6	50%	

	Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	Course teams will meet to develop essential questions, enduring understandings at the course and unit levels for review through 2019.	Each team will complete this in the first year of their EPP cycle.	Cameron Muir	
2	Each department chair will provide professional development to all staff on the college readiness standards and how they apply to courses within the department.	ISs will access resources through Cameron, if needed.	Cameron Muir	10/07/2013
3	Departments will establish measurement tools that will assess the initial standing of each student with respect to the review, focus, and stretch standards within each course.	Teachers and ISs may need professional development on designing of assessments and analysis of student performance data.	Cameron Muir	11/15/2013
4	Each department will develop a matrix of courses by standard levels within each course based upon the matrix established in task #1 that identify the areas for review, focus, and stretch.	Be sure to have ongoing meetings regarding the progress of the departments.	Cameron Muir	05/20/2013
5	Each course team will review and develop activities that reflect the essential questions, enduring understandings, and assessments.	This is completed in the final year of the EPP cycle.	Cameron Muir	
6	Each course team will meet to review existing assessments within each course based upon the matrix established in task #1 and develop new ones that reflect the enduring understandings and essential questions of the course.	This will be completed in the second year of the EPP cycle.	Cameron Muir	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Cameron Muir	06/30/2019	1	0%	

	Tasks			

Task ID	Task Description	Comments	Assigned to	Completed
1	Once course teams have gone through the first two stages of the backward design process, they will agree upon and design activities that reflect the assessments, essential questions, and enduring understandings.	This is the culminating stage for all teams completing the EPP cycle.	Cameron Muir	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Sharon Sheehan	06/30/2017	2	0%	

	Tasks			

Task ID	Task Description	Comments	Assigned to	Completed
1	The instructional coaches will offer a robust curriculum of course offerings for teachers on differentiated instructional strategies.	Currently these include "Tier I Imports" and "Friday Features."	Sharon Sheehan	
2	The school has developed a set of instructional norms that focus on instructional strategies teachers can employ in their classrooms. The staff development on these norms will continue for the next two years in a formal manner, and then proceed through one-on-one interaction with our instructional coaches.	We will use late arrival mornings and institute days to achieve this task initially.	Cameron Muir	