9/13/2012



Illinois State Board of Education

Rising Star on the Illinois Interactive Report Card (IIRC) the Illinois tool for School Continuous Improvement Planning http://iirc.niu.edu



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Illinois State Board of Education

ISBE Design Team

Rachel Trimble

- Linda Shay
- Dr. Linda Oshita
- Dr. Maureen Richel

IIRC Website Developers

Dr. Harvey Smith Prashant Adepu

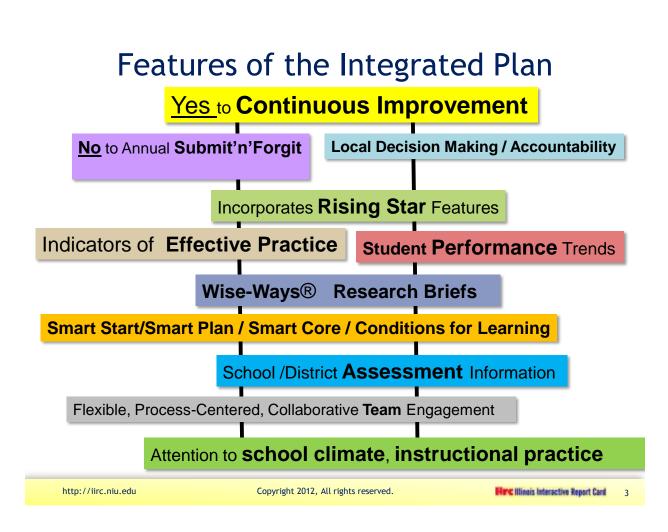
Sandeep Kondam Melissa Perez

IIRC Call Center

hsmith@niu.edu padepu@niu.edu skondam2@niu.edu MelissaMPerez@niu.edu 815.753.9629

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2



Rising Star IIRC Participants

- Current Rising Star on CII
- Planned migration to IIRC in December

Future identified TITLE I Focus and Priority Schools

Required

Non TITLE I Schools

• Self-Managed, opt in users

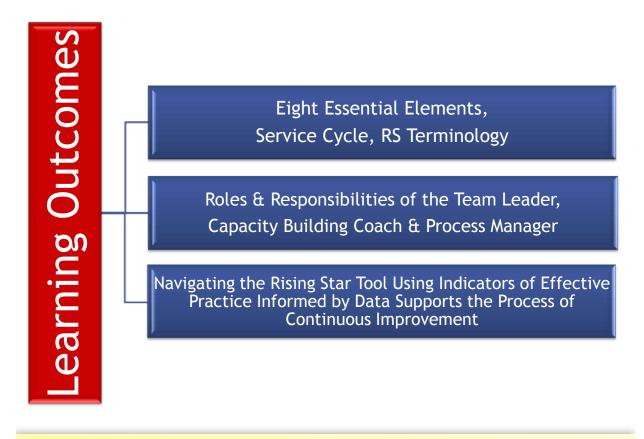
Current RS on IIRC Users

• Pilot districts and some RT3

Other interested entities

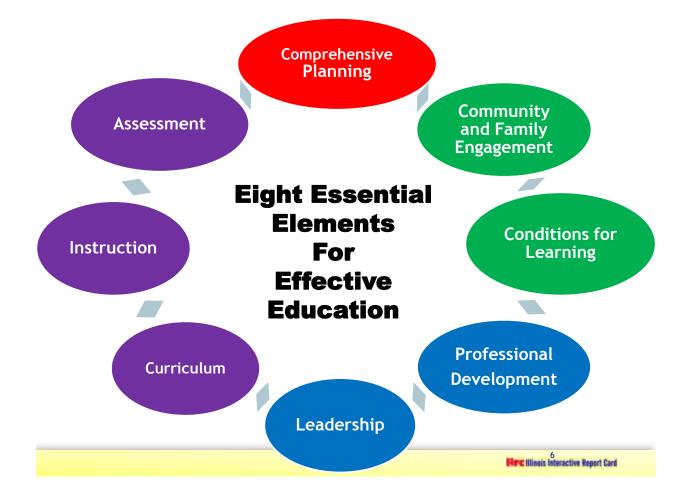
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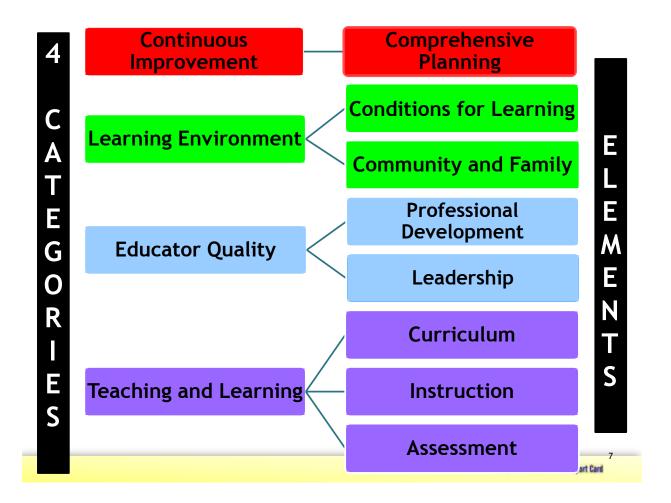
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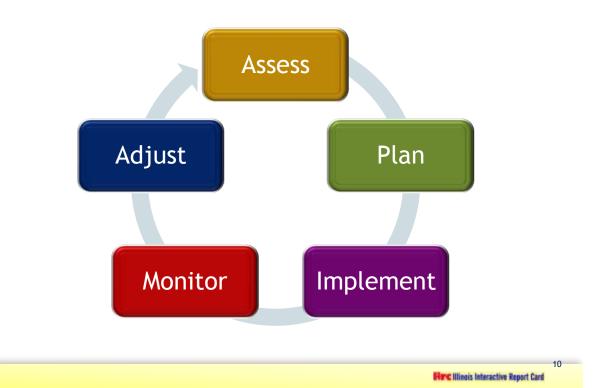






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The Continuous Improvement Cycle



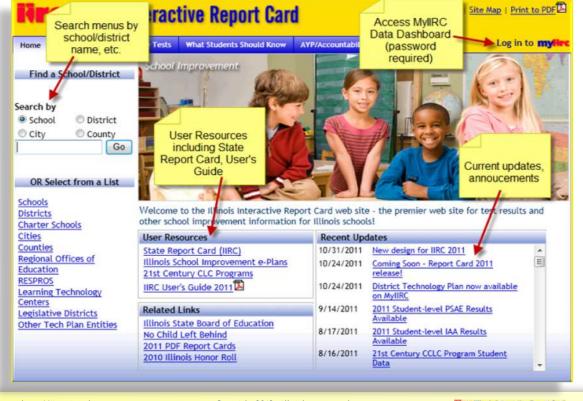
Foundations for Success



9/13/2012



Homepage - http://iirc.niu.edu



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MyIIRC Log In - Here's How to Register



MyIIRC Data Dashboard

and Date Service	ces Student Data	Rising Star L-Plans Public Rep	ort Card Resources	Research C	ontact Us	My Account	t Tools *
	Melliss	a Perez's Data Dashboard				Announcements	
		School Principal Sample School			7/31/2012	2012 Student-level ISAT Results Now Available	ŕ
		Sample District			7/31/2012	2012 Student-level IAA Results Available	
Student Data Assessment Re Student Report		E-Plans Improvement plans for your school or district	ISLE Windls Share	d Learning	7/26/2012	2012 Student-level PSAE Results Available	
- School Rosters	1	tere formere address	Environment cioud-based		6/13/2012	IRC on Facebook	10
Reports and Ct View Students			materiais, d decisions, p	ata for	6/5/2012	IRC Guide for School Board Members	
			learning too career path		5/4/2012	Common Core Standards Access on IIRC	
Public Report Car Performance then time on state		Resources and Research Access to resources on Common Core	Coming Soc	Rise.	5/4/2012	New Illinois Assessments in Fail 2014	
assessments for y		Standards, Item	App #1		5/3/2012	2012 Treasure Hunt	
school or district grade, subject, s		Analysis Summaries, Rtl, PLC's, and ISLE, to help aid teaching & learning			3/28/2012	RTTT3 50W plan submission	+
subgroups		and teaching & warning	App #2]		DSI Data Services	
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School Landing Page

TIVERC Your customized portal for the interac	tive Illinois Report Ci	ard				Log
RC Home MIII Data Services Student Data	Rising Star E-Plans	Public Report Card	Resources	Research Conta	ict 05	My Account Tool
		Sample School				
The Illinois State Board of Education is please Innovation and Improvement (CII).	ed to welcome you	to Rising Star on HRC	which origina	ited as Indistar 8 an	nd was created by	the Center on
To access Rising Star on IIRC please click h Rising Star on IIRC welcomes schools who are Important - the former classic E-Plans are be	now using Rising S		h Rising Star	on HRC.		
To access Rising Star on Cli please click he Rising Star on IRC welcomes Rising Star on t will be supported by Cli until a planned data n Building Coach for e-platform transition deta	he Center on Innov nigration to IIRC or	cours during fall / wini	er 2012. Pleu	use consult your SSo	S Coordinator or S	
For additional information regarding Rising S Melissa Perez	tar on IRC or tech	nical support, please o	ontact:			
Rising Star on HRC Help Desk melissamperez®niu.edu 815.753.9629						
Stephanie Benedict Rising Star on CII Help Desk						
sbenedict@adi.org 217.732.6462						
Illinois Interactive Report Card, Northern Illinois Uni	versity, with support	from the Illinois State Boa	rd of Education	(i)	© Illine	is State lloard of Educ
http://iirc.niu.edu	Copyrig	ht 2011, All rights re	served.		Fire Illinois In	deractive Report Card

School Dashboard

	School Deshboard Sample School - Rising	Star	Go Back
Planning Tools, Resources & Reports 9 Indicators & WiseWays 9 Meeting Agenda Setup 9 Worksheets 9 Continuous Improvement Forum 9 Continuous Improvement Plan Resources 9 Indicators is Action 9 Reports 9 Print to PDP Te	Step 1 - School Data © Contact Information © Report Card Data © Local Assessments	Ship 2 - Assess Indicators Overview Evadership Professional Development Algoed instruction-Curricol Instruction Assessments Conditions for Learning Community and Family Eng	
Compliance & Submission © Continuous Improvement Plan Compliance Forms © Continuous Improvement Plan Submissions	Rep 3 - Create Plan Overview Destecting Professional Development Asgreed Instruction-Corriculum Instruction Assessments Conditions for Learning Construintly and Facily Enginement Budget Summary	Bay #+Monitor Pian 9. Monitoring Process	
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RS on IIRC - 4 Step Process

Planning Tools, Resources & Reports	Step T + School Data	Step 2 - Assess Indicators
 Indicators & WiseWays Meeting Agenda Setup Worksheets Continuous Improvement Forum Continuous Improvement Plan Resources Indicators in Action Reports Print to PDF 2 	Contact Information Report Card Data Local Assessments	 Overview Leadership Professional Development Aligned instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
Compliance & Submission	Step 3 - Create Plan	Stop 4 - Monitor Plan
Continuous Improvement Plan Compliance Forms Continuous Improvement Plan Submissions	Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary	Monitoring Process

9/13/2012

Continuous Improvement Process

Full Menu of Planning Tools

Indicators of Effective Practice/"Wise Ways"

Step 1 – District Data

Student Performance Metrics

Step 2 – Assess Indicators

Desired State / Evidence / Opportunity / Priority

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Continuous Improvement Process

Step 3 – Create Plan

Objectives/Tasks/Activities

Step 4 – Monitor Plan

Continuous review of on-going progress

ISBE Compliance and Submission

Easy submission/self-reporting process From "compliance" to "cooperative engagement"

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Planning Tools

Step 1 - School Data	Step 2 - Assess Indicators
 Contact Information Report Card Data Local Assessments 	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
Step 3 - Create Plan	Step 4 - Monitor Plan
 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary 	Monitoring Process
	 Report Card Data Local Assessments Step 3 - Create Plan. Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement

Planning Tools Indicators and Wise Ways

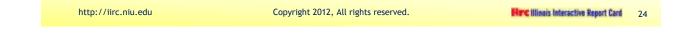
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iny Code #				Indit alor	-0		* Indicator *	Whe Ways #
8D01	A team structure	is officially incorpor	ated into the	school impro	vement plan and	school governance policy. (1012)	55,50	1
ED02	All teams have we	itten statements of	purpose and	guidelines fo	r their operation.	(1013)		10
CH7	instructional setti		of Candor" a	and a climate		g, conferences, etc.) and in the and collaboration that is focused on	Q.	
1006	The principal mail	ntains a file of the a	agendas, wor	k products, ar	d minutes of all	leanis. (1017)	55	1
ID07		m consisting of the ariy (twice a month				al Teams, and other key professiona	55	1
B00	The Leadership T	eam serves as a con	iduit of comm	nunication to	the faculty and st	wff. (1019)	22	13
4D10						pregated classroom observation data Edevelopment needs. (±021)	55	1
8D11	Teachers are orga	unized into grade-let	vel, grade-lev	el cluster, ar	subject-area inst	ructional Teams. (1171)		1
KD13	Instructional Team learning data. (11		of time suffic	ient to devek	p and refine unit	s of instruction and review student		12
IEIS	The principal part	icipates actively wit	th the school'	s teams. (10)	263			73
IED6	The principal keep	as a focus on instruc	ctional impro	rement and s	tudent learning or	atcomes. (1027)	SP,SD	12
IE07	The principal mon	itors curriculum and	d dassroom b	istruction reg	sularly. [1028]		SP	12
IED8	The principal sper classroom observe		ils/ber time i	working direc	tly with teachers t	to Improve Instruction, Including	sc	12
IED9	The principal chai	lenges, supports an	d monitors th	e correction (of unsound teaching	ng practices based on evidence. [10	00) SC	10
IE10	throughout the ye	ar. (1031)			1911	d to student learning outcomes		1
1F05	Professional devel management. (10		s includes se	d-assessment	related to indica	tors of effective teaching and classr	bom SC,CL	1

Planning Tools Indicators and Wise Ways

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dors B. Woeth	Paretang Agence	das Worksheets Continuous le	nprovement Forum Continuous Improven	nent Plan Resources		
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1001	A team structure is		improvement plan and school gov	emance policy. (1012)	\$5,50	1
ID02	All teams have write	RTI - Response to Intervention ELL - English Language Learner	ines for their operation. (1013)			1
C117	instructional setting	CL - Conditions for Learning	ng, committees, planning, confere ad a climate of trust, respect and collab		CL	
ID06	The principal maint	tains a file of the agendas, work	products, and minutes of all teams. (10	4.7)	55	1
ID07		consisting of the principal, tracitly (twice a month or more for an	hers who lead the instructional Teams, hour each meeting). (1018)	and other key professional	\$5	1
1008	The Leadership Tea	am serves as a conduit of commu	mication to the faculty and staff. (1019)	55	10
1010			ool performance data and aggregated c improvement and professional develope		55	1
ID11	Teachers are organ	ized into grade-level, grade-leve	l cluster, or subject-area instructional 1	leams. (1171)		1
ID13	Instructional Team learning data. (117		int to develop and refine units of instru	ction and review student		1
1E05	The principal partic	ipates actively with the school's	teams. (1026)			1
IE06	The principal keeps	a focus on instructional improve	ment and student learning outcomes. (1027)	SP, SD	1
1E07	The principal mostly	tors curriculum and classroom ins	traction regularly (1078)		SP	10

Planning Tools- Meeting Agendas

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Planning Tools- Meeting Agendas

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Planning Tools- Meeting Agendas

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Planning Tools- Print Documents for Meeting

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	Indicato Indicato Objecti Ubjecti Key Code	Int shown in Purgle b Int shown in Black for Int Shown in Black are are shown in Green b the shown in Bod ind or to full implemente The school regulari	we been fulls logies we not been excessed included in the plan are all the tools cong deate the team is und fain. Indicator y and clearly compare expectations of them	ented and are not , and have tasks that letted and the Object letted and the object letted with primary	In plan. I are not complete or the has been we the has been wet a lock ator Type SC.SP	e nd/ar the Wise	Step 2	Step 1	Step 4		
	Indicato Indicato Indicato Objecti objecti Objecti Key Code N/D01	Int drawn in Pargle h Int shown in Black ha ris shown in Black ha ris shown in Green h tas shown in Red ind ar to full inglementa The school regularit caregivers about 15 All teachers system.	we been fulls logies we not been excessed included in the plan are all the tools cong deate the team is und fain. Indicator y and clearly compare expectations of them	ented and are not , and have tacks that letted and the Obje incident if an object ficates with primary and the important ary caregivers the	In plan. I are not complete so the has been wet a indicator Type SC.SP SC.SP.ELL	Wise Ways [®]	Step 2 Assess Worksheet	Step 1 Plan	Step 4 Monitor Workphant	implamentation	

Planning Tools- Meeting Minutes

		Meeting Agendas	
Meeting Title: Webinar!			C: Back to My Meetings
Meeting Date: 09/12/2012			
L. Driter of East Meeting	g Agenite T. Print Documents for	· Meeting (3. Enter Meeting Minutes)	
* - Required Fields			
Team Members in Attende	must:		
Guests in Attendarce:			
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Planning Tools- Worksheets

elee	6 Sub	bastenion	School Data	Assess Indicators	Create Plan	Ponitur Pun							
cater	s h Wise	Ways	meeting Agen-	daa (Wunaberdi)	Continuous	Inprovement F	orum Conta	NUCUS IN	provement Pla	in Resources			
						Wor	ksheets						
Click	on epp	ropriate	tinks below	to create, then e	sport to wor	d, pdf or exc	el to print or	share y	ria email.				
1.1	Create S	ichool Im	an present Te	at 1.									
2. 1	Warkshe	sheets and Wise Ways [®] (Steps 2,3,4)											
	Elank Str	es-7 Asse	ss indicators.	Worksheet Bla	nh Step-3 Cre	ate Plan Works	heet Ba	uk Step 4	Monther Flat	Worksheet			
				here assessed and			<i>42</i>						
			1000000000000	e been fully implem oot been exerced		u not in plan.							
				cluded in the plan		a that are not	complete.						
	ndicator	is shawi	in Green have	e oil the tasks comp	pleted and the	· Objective has	been net.						
	Objectives shown in Red indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the												
1	shier the to full implementation.												
							tors by Section: Filter Indicators by Implementation:						
Г	Number		ators: Filter	Indicators by Type		Filter Indicat	ors by Section	06		Filte	e indicators h	w implementation:	
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Ļ	Key Code (F1	104 All teach caregive Instruct that pro	-Sala hers share sch m. (2340) binal Teans d	indicator	ework with pr	-Select-	Indicator	Wite Ways	Step 2 Assess Worksheet	-5a Step 3 Plan	Step 4 Honitor Worksheet	Implementation @	
Ļ	Key Code CF1 CH6	104 All teach caregive hystocct that pro develops All staff setting o and coll	-Sala hers share sch rs. (2340) lanat Teans d enoth academ ment. (2110) interactions i am. planning reflect a "Cult	ndi- indicator nool policy on home evelop standards-a te, physical, social, conferences, etc. we of Candor' and its frequed on ner	improver with pro- ligned units of problem soft ; and in the li- is climate of	-Select-	Indicator	Wite Ways	Step 2 Assens Worksheet Worksheet	-Ga Nep 3 Plan Worksheet	Step 4 Monitor Worksheet Worksheet	Implementation =	
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2	1	School Contin	uous Improvement	Plan	_	- -	a la companya de la c
	Compliance & Submission		Step 2 Assess Indicators				< School Bashboard
Indicators	E WiseWays	Meeting Agenc	ias Worksheets	Continuque	Improvement F	erum co	ontinuous Improvement Plan Resources

Continuous Improvement Forum

Capacity Builders, district and school leaders, and state users can create and reply to comments in this forum. To reply to a comment, please click on a subject below.

🚺 Start a New	Thread				
Last Sender	Last Updated By	Step	Indicator	Subject	Last Updated Date
	Process Manager	1	CII7	Assessing Indicator (T)	Sep 7 2012 8:12AM
District	tttttt	1	dfsd	Test (2)	Sep 4 2012 11:31AM
State	Raj	1		Test (2)	Jul 2 2012 3:04PM

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	-		Continuous Improvement	Forum
pacity Build low.	ders, district l		Add New Comment	[close] comment, please click on a subject
Start a New	Thread	Subject"		
ast Sender	Last Updated	Name:"	0	Last Updated Date
District	tttttt	Step Reference:*	- Select Step -	Sep 4 2012 11:31AM
State	Raj	Indicator(s) (if applicable):		Jul 2 2012 3:04PM
		Comments:"		
			Save	
Illinois Inter	active Report	rd, Southern Treat. Un	workly, with support from the Milido Stat	🔿 Illinois State Brant of Educ

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	Compliance	Step t	Step I	Step 3	Step 4	Reports	School Dashbo	
fools E	Submission	School Data	Assess Indicators	Create Plan	Monitor Plan			
licators &	NiseWaya	Heeting Agenv	das Worksheets	Continuous	Inprovement F	continuou	is Improvement Plan Resources	
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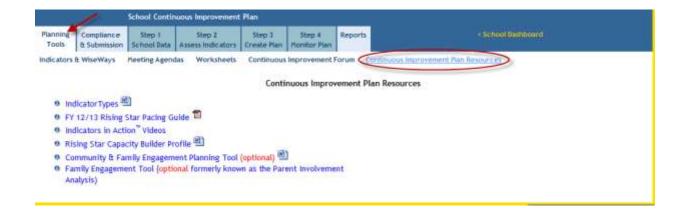
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	Continuous	improvement r orum	<< Back to Continuous improvement Forum
Subject: Test			
Borders shown in Brown ar Buildor. Borders shown in Blue are Borders shown in Green ar	comments entered by State. e comments entered by SSoS-Assigned Capacity comments entered by Capacity Builder. e comments entered by District. e comments entered by School.	Click on 🖍 Reply to reply i	ta a comment
Sender: District Name: Sandeep Step Reference: 1 Indicator:	Re: Test Jul 2 2012 3:01PM testing comments		🗮 Reply
Sender: State Name: Raj Step Reference: 1 Indicator:	Re: Test Jul 2 2012 3:04PH Originally posted by: Sandeep, Jul 2 2012 Jesting comments reply to testing	3:01PM	Reply

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Planning Tools-Resources



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Reports- Summary Report

	Reports	
6	art Comprehensive Report Task Report Program Report	a second second second second second second
Summery meters Summer meter	a Condemnented under C. Then under C. hollower under	T TOTAL COMMENTS THE PER AVE NOW
		unthers of indicators assessed and planned, number of coaching
comments, and forms submitted, as well a	s souder instancially beam incomacions	1000
	Support for School Improvement Summary Report	Print to FDF 🖺
Members of the Team		
Role	Harne	
School Process Manager	NEMS Process Manager	
School Assigned Capacity Builder	dece cade	
Teurs Mostings		
Date of first Meeting Minutes entered	06/20/2012	
Date of last Meeting Minutes entered	96/20/2012	
Total member of Meeting Minutes entered	ta date 2	
Average number of Team members present to date	at sectings B	
Number of Meeting Minutes entered in los	t 3 months 2	
Average number of Team members present wonths	in last 3 0	
Indicatory		
Total number of indicators assessed to date	* *	
Total number of indicators assessed and No in Plan	ot included I	
Total member of indicators planned to deb		
Total number of Tasks entered to date	1	
Total number of Tasks completed to date	2	
Total number of Objectives Fully Insplanan	fied 0	
Progress by Externation and Sections		

Reports- Assessment Report

			Repo	erts.					
540	mmy Aibor	Assessment Report Comprohension	Report Task Repo	rt Prograss Paport	Fortant Care	No.Cl (March	CAR WAND		
		his report shows assessment information	of each indicator, in	cluding its level of dev	elopment, op	portunity an	all priority sco	ren, as well as	
denc	e of current i	mplementation.							
Humb		ss: Filter indicators by Type:	Filter Indicators to			dicators by S		6	
	143	-Select- (*)	-Select-	1	-Select	-			
nme c	heck indicate	rs below and click on "Generate PDF" bu	tton to view detailer	d information of assess	ment for eac	h indicator :	elected.		
Servers	ite POF								
							Index Score		
13	Key Code		and eator					implementation Status	
10	mot	A term structure is officially incorporate governance policy. (1012)	55		No Development Not a Priority or Interest				
101	1002	All teams have written statements of pur	All teams have written statements of purpose and guidelines for their operation, (1013)						
13	007	etc.) and in the instructional setting refl	All staff interactions in all exercises putally problem solving, convertiness, planning, conferences, esc.) and in the instructional setting reflects a "Culture of Candiar' and a climate of fruit, respect and confederation that is focused on norms and adds succilia and exercised conservations. (2017)						
13	1D04	The principal maintains a file of the agen	dat, work products,	meet lik to returin tree	L (1017)	55		Not Assessed	
13	1007		A Leadership Team combiting of the principal, teachers who lead the instructional Teams, and other key professional staff weets regularly (twice a month or over for an hour each meeting). (2018)						
int -	£008	The Leadership Team serves as a conduit	of communication to	o the faculty and staff.	(1019)	55		Not Assessed	
11	1010		The school's Leadership Team regularly tooks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and						
11	1011	Teachers are organized into grade-level, (1171)	grade-level cluster, s	ir subject area instruct	ional Teams.			Not Amessed	
	(D13	Instructional Teams meet for blocks of 0 and review student learning data. (1173)	ne sufficient to deve	top and refine units of	instruction			Not Assessed	
12	Æ06	The principal participates actively with t	he school's team. (1	0261				Not Assessed	
83	TED6	The principal keeps a focus on instruction	anal traprovement and	student learning outco	eres. (100.7)	SP,50		Not Assessed	
100	16.07	The principal monitors cuericulum and c	instruction a	regularity, (1008)		SP		Not Assessed	

Reports- Comprehensive Report Report View

		Ursi A Ursi 2 May 3 Autor India Autors Indicators Crowle Pla	n. Parritur Pari	A States of the second			
				Reports			
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		-Serect (*	-Select-		-Select-		1
	eck indicator	helow and click on "Generate PDF" b	atton to view our	reprehensive report of	each indicator selected.		
-	- 101						
-	Key Code		Indice	due .		Indicator.	Dijective
3	071	All teachers share school policy on h			0	Type	Status Not Assessed
1	OF	Instructional Teams develop standard	errord and bud, pige being	and a company of the second se			Not Assessed
		social, amptional, and behavioral devi					
9	cu.	All staff interactions in all severings (s in the instructional setting will reflec collaboration that will be focused on	t a "Calture of Ca	inder" and a climate of	trust, range of and	.	in Plan
П.	0.1	The school's Learning Support System programming based on school-wide, I					Not Assessed
С.	CE 18	The school culture promotes and say development and engagement of state		nic, physical, useful, m	national, and behavland skill		Hot Accessed
	CL11	The school culture promotes and sup school periodent, (2352)	parts the physics	el, social, ensolitarel, a	nd batherioral health of all		Not Assessed
10	αa	All actual personnel work effectively economically diverse students. (200)		th rectally, cutturally, I	inguistically, and		Not Assessed
	CL15	All teachers communicate regularly w partners in teaching and reinforcing (2142)					Hot Assessed
8	CL16	Professional development for teacher review of lesson plans) that demonstr					Not Assessed
11	6117	Professional development for teacher raview of lesson plans) that demonstr behavioral expectations and standard					Nut Assessed

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Reports- Comprehensive Report Print View

			Reports			
tiit	mary Rejort	Assessment Report Clamprotomolive	Report Task Report Progress Repo	1 Faran Comments We	erse Ave. Wie No	~
port () format		re you will see a detailed description of	of the improvement plan including all as	sessments, plans, tasks, mor		Persentation Report Print Report
Numb	se of indicators	Filter Indicators by Type:	Filter Indicators by Section:	Filter Indicators by	Statusi	
		-Select-	-Select-	-Salect-	1	E .
10	Key Code	All teachers share achool policy on he	Indicator		Indicator Type	Objective Slatus
and ch	and the second se	below and click on "Generate PDF" bu	iton to view comprehensive report of a	ach indicator selected.		
的 四	CF1 CH6		enswork with primary caregivers. (2340) -aligned units of instruction that promot	e acadamic, physical,		Not Assessed Not Assessed
	11090	social, emotional, and behavioral deve	lopment. (2110)	8493.0992.099.22		
10) 1	an	in the instructional setting will reflect	taff, problem solving, committees, plannin t a "Culture of Candor" and a climate of it norms and adult social and emotional co-	nuct, respect and	a	In Plan
12	aı	NAME OF A DESCRIPTION OF A DESCRIPTION OF A DESCRIPTION	includes academic, physical, social, emo righted group and individualized needs. (RTI	Nut Assessed
10	CL10	The school culture promotes and supp development and engagement of study	ports the academic, physical, social, emo ents , (2351)	tional, and behavioral skill		Not Assessed
121	CL11	school personnel. (2352)	ports the physical, social, emotional, and			Not Assessed
61	crus.	All school personnel work effectively a economically diverse students. (2553)	and equitably with racially, culturally, lin	pulstically, and		Not Assessed
E	CL15		th primary caregivers and encourage the hysical, social, emotional, behavioral, an			Not Assessed

Reports- Task Report

		School Cont	tinuous Improveme	mt Plan									
anning Tools	Compliance & Submission	North Contraction of the International States	Step 2 Assets Indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports			(i School C	ustero	ard		
						Reports							
	Summary Re	eport Assessm	nent Report Cur	nprehensive R	eport Task	Report Prog	ress Report	Forum	Comments Whe	ere An	we now		
Rep	ort Description	on: The Task Re	port gives detaile	d information	for all tasks in	ncluding the a	ssigned team	membe	er and target date	for co	mpletion.	Print to PDF	t
	igned to: - A	100420-00050	port gives detaile	d information	for all tasks in	ncluding the a	ssigned team	membe	er and target date	for co	mpletion.	Print to PDF	ĩ
Assi	an a character	All	And the second second	d information Tat	unas constantas ale	ncluding the a	ssigned team i	e e	er and target date Assigned to	for co	Objective®	Print to PDF	
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Reports- Progress Report

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					ports	Repo	
	re We Now	Vhere Ar	Comments V	Report Forum (port Progra	Assessment Report Comprehensive Report Task Repo	Summar
am member, a	he assigned to	ective, ti	s for each obje	and status of tasks	ng the number	his report gives information about the created plan including e for completion.	
Print to PDF						e for compretion.	wen as the t
CORRECTOR PORT							
	% Tasks Completed	Taska	Target date	Assigned to	Indicato Type	Objectives	Key Code
Objective State		Tesks 2	Target date 08/30/2012	Assigned to NBHS Process Manager	100000000000000000000000000000000000000	Objectives interactions in all meetings (staff, problem solving, mes, planning, conferences, etc.) and in the instructional will reflect a "Gulture of Candor" and a climate of trust, and collaboration that will be focused on norms and adult ind emotional competencies. (2337)	Key Code Cli7

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Reports- Forum Comments

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< School Davhboard	Reports	Step 4 Monitor Plan	ep 3 te Plan	Contraction of the local distance of the loc	Step Assess Inc	Step 1 School Data	Compliance & Submission	noing ools
	Reports							
Porum Comments Where Are We Now	Report Progress Report	wort Task	nsäve Re	t Comprehen	sment Repor	ort Assess	Summary Rep	
oond to helpful tips and comments from ISBE and capacity		designed for	nal tool	e conversation	rt displays th	g This report	ort Description ders.	
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Reports- Where Are We Now?



9/13/2012



Step 1- School Data Step 1 - School Data Planning Tools, Resources & Reports Step 2 - Assess Indicators Indicators & WiseWays Ontact Information Overview Meeting Agenda Setup Report Card Data Leadership O Local Assessments Worksheets Professional Development Continuous Improvement Forum Aligned Instruction-Curriculum Continuous Improvement Plan Resources Instruction Indicators in Action Assessments Periodic Assessment Reports Print to PDF 🔀 O Conditions for Learning Onter Community and Family Engagement Step 4 - Monitor Plan Compliance & Submission Step 3 - Create Plan Ontinuous Improvement Plan Compliance Overview Monitoring Process Forms Leadership Continuous Improvement Plan Submissions Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary Copyright 2012, All rights reserved. http://iirc.niu.edu Fire Illinois Interactive Report Card 44

Contact Information

				Contect	Informa	tion							
Required information for	College at 2	antipution for second	man Diana and										
lease take a moment to re Intrict information	view the	information and e	take any nece	ssary cf	unges.								
									000000000				1
District Hame:		Northbrook SD	28		Distrik	rt. Addres	5.		1475 Meple	r Auge			
City/State/Zip:		NorthBrook, IL	60062 5418		RCDT	Number:			050160280	020000			
uperintendent:		Dr Larry A Hew	m		Super	intenden	Email:"		ihewitti@rig	rthbrook28	Just		
listrict Phane:		8474987900	Ext		Distric	t Fase							
chool Information													
lame:	No	rthbrook Junior High	School			Ade	fress:		1475 Mag	ole Ave			
Hy/State/Zip:	Tio	mbrook, 3, 60062 5	41.0			RC	OTS Number:		05016020	89021004			
Tincipal:	50	uit Meek.				ays.	ncipal Email?:		nmeek@r	northbrook/	(6.net		
hone:	84	74087920	Ext:			Fai	a						
lease enter your school co entect information.	antinuau D	s improvement pla	n team menibe	ers (Pro	cass Mar	uager O	, Capecity Built	der(s) [©] .	and Improv	vernent Teo	am Me	mber)	
Harse		Role		e Pe	ione s		Email		THE			Actions	
BHS Process Manager		School Process I			5654321		nbhspm@niu.e	đu	Prin	clpal		nt Delete	
laca carta		School-Assigned Cap		23123	11321131	1	su@niu.edu					T Defartet	

School Report Card Data Data Overview

			chool Date	Report Card I	anter .			
(Data Overstever) Astessivent 0	lata + Trends +		aronment -	AYP Report	Bata Analysis			
The brend data below track Meeth also posted here are the current you prepare your Step 2 - Assess Continuous improvement Plan wit Percent (%) of Students Meetin	AVP and Annual Meas Indicators in the nex I have the greatest I	urable Aché t section to ketihood of	support the s improving stu	ctives (AMAO) chool tasks you adent achieven	reports for your u will describe in	school. Please	review and conside	or these results a
% Moets -Exceeds Trends [The	se are school level r	vesults. Sub 2006	groups with 1	Service and the service of the servi	students will n 2008	at be reported 2009	2010	2011
Reading - ISAT Results 🖷		92.9	.93.3	e	93.5	94.0	92.0	94.4
Mathematics - ISAT Results	<u>B</u>	94.4	93.4		93.1	94.8	93.4	93.3
and the second se								
All SubGroups								
1411 man								
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School Report Card Data Data Overview

	2006	2007	2008	2009	2010	2011
Reading - ISAT Results	92.7	93.5	93.8	93,6	94.0	94.8
white 0	93.1	93.9	94.5	94.3	94.3	95.2
Black 0	12	58,4	66.7	95.9	100.0	75.0
Hispanic O	100.0	90.9	84.2	76.4	72.7	92,5
Aslan O	95.8	94.6	88.8	B6.9	B9.7	93.0
American Indian 9	12	145	100.0	÷.	12	÷.,
Two or More Races	66.6	91,6	100.0	97.4	97.3	93.1
LEP	90.0	90.0	75.0	56.0	68.2	71,4
Students with Disabilities	74.6	73.9	77.3	71.5	69.5	72.3
Low income	66.7	66.7	78.6	84.Z	78.6	87.2
Native Hawalian/Pacific Islander 9	14		÷.	(#)	(\$°	100.0
Mathematics - ISAT Results	95.4	95.5	95.1	95.8	95.3	95.5
Reeding - PSAE Results ⇒SubGroups	8	- 19	÷	8		- 19
Mathematics - PSAE Results 🔤	1	12		÷	2	12

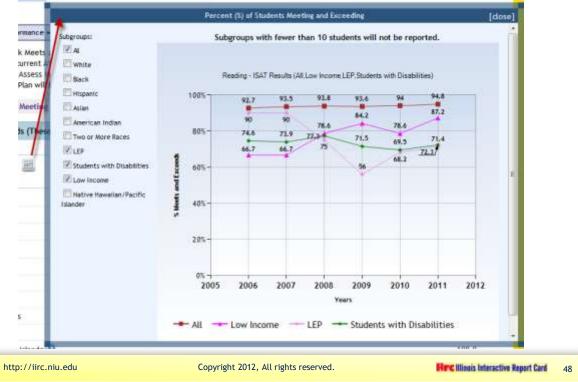
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Fire Illinois Interactive Report Card 47

School Report Card Data Subgroup Graph



School Report Card Data AYP Report

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Data Overview	Assessment lists +	Trends	212			-	S VP Rep	-	Dala Ana	Stocket						
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School Report Card Data Analysis

		Service Models (19	aug enprovenness	1000 C			
nning pols	Compliance & Submission	Step 1 4 School Data	Step 2 Assess Indicators	Step 3 Create Plan	Step 4 Monitor Fian	Reports	< School Dampourd
tact In	formation (I	port Card Data	Local Assessmen	ts		1	
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User	s doing School	Continous Imp	rovement Plan sh	iould use Sun	imary and Ana	ilysis textbaxes bel	ow to enter their Report Card Analysis data. [Expand A
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thele	assessment of	of the indicators	, teams are enco	ouraged to co , IE06, CL17,	insult their Ste	ep 1-Data Analysis r	ment for indicators of effective practice. To guide and infor eporting. The school's Step 1 - Data Analysis reporting will eason, the Step 2 assessment screens for these six indicator

School Data - Local Assessments

		School Continu	Improvement	t Plan			
inning Joola	Compliance B. Submission	Step 1 School Data	Step 2 Assess Indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports	+ So hood Dashboard
ntact	nformation R	leport Card Data	Tor at Assessment			8	
				5	chool Data -	Local Assess	ments
Users	doing School (Continous Impro	vement Plan sho	uld use Sumn	sary and Analy	ysis textboxes	below to enter their school data. [Expand A
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their espec displa	assessment of cially relevant v	the indicators, when assessing i	teams are encou indicators ID01,8	raged to con E06, CL17, CL	sult their Step 13, 11006, and ata analysis n	1-Data Analy 11007, For the	elopment for indicators of effective practice. To guide and inform sis reporting. The school's Step 1 - Data Analysis reporting will be at reason, the Step 2 assessment screens for these six indicators w y when assessing indicators ID01, IE06, CL17, CL3, IID06, and IID07. Next>

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Step 2- Assess Indicators

lanning Tools, Resources & Reports	Step 1 - School Data	Step 2 - Assess Indicators
Indicators & WiseWays Meeting Agenda Setup Worksheets Continuous Improvement Forum Continuous Improvement Plan Resources Indicators in Action Reports Print to PDF	Contact Information Report Card Data Local Assessments	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
empliance & Submission	Step 3 - Create Plan	Step 4 - Monitor Plan
9 Continuous Improvement Plan Compliance Forms 9 Continuous Improvement Plan Submissions	Overniew Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary	Monitoring Process

Assess Indicators- Overview

	Compliance & Submission	Step 2 Assess Indicator	Step 3 Create Plan		
Leadersh	Developm	Aligned : tion-Eurriculum	Instruction	Community And Family Engagement	Conditions for Learning

Step 2 - Assess Indicators - Overview

In Step 2 - Assess Indicators the team will assess indicators from the school level subcategories; Leadership, Professional Development, Aligned Instruction-Curriculum, Instruction, Assessment, Periodic Assessment, Community and Family Engagement, and Conditions for Learning.

Some Indicators may be marked with SMARTStart (SS), SMARTPlan (SP), SMARTCore (SC), SMARTData (SD), SMARTBestructuring (SR), Response to Intervention (RtI), Conditions for Learning (CL) and/or English Language Learners (ELL). Please see the guidance that suggests a sequence for indicator assessment.

The indicators each have a Wise Way[®] research brief that contains evidence on how the selected indicator looks when fully implemented. ISBE recommends that prior to assessing, the process manager forwards the indicators to be assessed with the accompanying Wise Way[®] for each team member to read in preparation for the team meeting.

In Step 2-Assess indicators, the improvement team will be asked to determine levels of development for indicators of effective practice. When assessing indicators ID01, IE06, CL17, CL3, IID06, and IID07 the IRIC data that the team has summarized and analyzed in Step 1-School Data is critical to consider. In Step 2-Assess indicators, teams will find a link back to this summary/analysis so that they may assess levels of development for ID01, IE06, CL17, CL3, IID06, and IID07 in relation to the data findings documented in Step 1-School Data.

Step 2 - Assess Indicators

First, the system asks the team to assess indicators of effective practice by reading the corresponding Wise Way[®] research brief evidence and then evaluating the level of development/implementation of that practice as full implementation, partial development/implementation or no development/implementation.

Next, for each assessed indicator, the system asks the team to assign a Priority score (indicating importance) and Opportunity score (indicating ease for accomplishment) which results in an index score. The index score helps the team determine which indicators they will plan for in Step 3 - Create Plan.

Finally, the team is asked to present evidence that describes the current level of development or implementation for each assessed indicator.

The indicators assessed in Step 2 - Assess indicators will be carried forward to Step 3 - Create Plan for further development.

School Continuous Improvement Plan Indicators

Category	Section	Subsection I	Subsection II	Assersed
Educator Quality	Leadership			2 of 15
	Professional Development			D of 6
Learning Environment	Conditions for Learning			0 of 11
	Community and Family Engagement			0 01 9
Teaching and Learning	Aligned Instruction-Curriculum			D of 3
	instruction	Branaration.		D of D

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	School Cont	tructus Improvement	e Plan		
Parning Compliance Tools & Submission					
Contented Profession	nt Instructi	ingned in on-Curriculum	structum As	Community And areity Engagement	Conditions for Learning

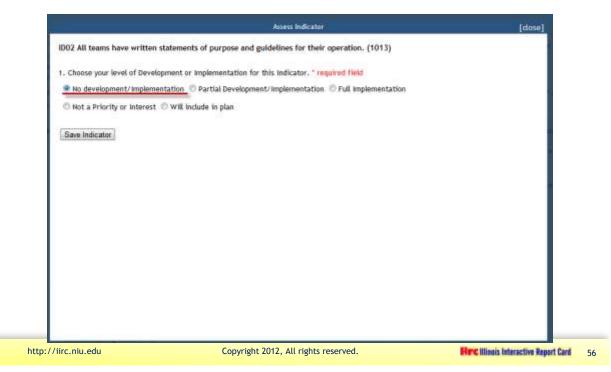
Assess Indicators - Leadership

Click on "Assess" to evaluate an indicator. For indicators determined as full implementation, the team may go back and click "Edit" to make changes to the implementation level, indicators accessed and determined to have partial or no development/implementation may not have implementation levels edited. Priority and Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please see the guidance that suggests a sequence for indicator assessment.

Key Code v	indicator	Indicator Type D	Wite Wets*	Actions	Statusa
007	AR staff interactions in all eventings (staff, problem soliring, convertises, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candos" and a climate of trust, respect and collaboration that is focused on nones and adult social and exectional competencies. (2007)	۵		Edit	Assesse
1001	A team structure is officially incorporated into the school inprovement plan and school governance policy. (1012)	55,5D	1	Edit	Assesse
1002	All teams have written statements of purpose and guidelines for their operation. (1013)		13	Access	
1D06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	55	12	Assess	
1007	A Leadership Team condition of the principal, teachers who lead the instructional Teams, and other key professional staff meets regularly (below a month or more for an hour each meeting), (2018)	55	1	Assess	
IDOE	The Leaderthip Texes serves as a conduit of communication to the faculty and staff. (1019)	25	1	Assess	
1010	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)	25	1	Asseta	
1D11	Teachers are organized into grade-level, grade-level cluster, or subject-area instructional Teams. (1171)		1	Assess	
1D13	Imtructional Taxes exect for Elacia of time sufficient to develop and refine units of instruction and rankew student learning data. (1173)		1	Assess	
IED5	The principal participates actively with the school's team. (1026)		10	Assess	
IED6	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	13	Assess	

55

No Development/Implementation



No Development/Implementation- Not a Priority or Interest

	Assess Indicator	[close]
ID02 All teams have written statements of	f purpose and guidelines for their operation. (1013)	
1. Choose your level of Development or Imp	ementation for this indicator. * required field	
No development/implementation © Pa	rtial Development/Implementation 🗇 Full Implementation	í .
Not a Priority or Interest O Will Include	e in plan	
Please explain why this indicator is not a	Priority or Interest. " required field	
		1
Save Indicator		
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No Development/Implementation- will include in plan

Astess Indicator	[dose]	
1002 All teams have written statements of purpose and guidelines for their operation. (1013)	ŕ	
1. Choose your level of Development or Implementation for this Indicator. * required field		
No development/implementation © Partial Development/implementation © Full Implementation		
Not a Priority or Interest 🖷 Will include in plan		
2. Priority Score: * required field		
3 - highest priority		
© 2 - medium priority		
© 1 - lowest priority		
3. Opportunity Score: " required field		
© 3 - relatively easy to address		
© 2 - accomplished within current policy and budget conditions		
© 1 - requires changes in current policy and budget conditions		
4. Please describe the current level of development or implementation. * required field		
	-	
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Partial Development/Implementation

Assess indicator	[dose]
ID02 All teams have written statements of purpose and guidelines for their operation. (1013)	÷
1. Choose your level of Development or Implementation for this indicator. * required field.	
No development/Implementation Partial Development/Implementation Full Implementation	
2. Priority Score: * required field	
🗇 J - highest priority	
🔿 Z - medium priority	
© 1 - lowest priority	
3. Opportunity Score: * required field	=
🗇 3 - relatively easy to address	
© 2 - accomplished within current policy and budget conditions	
© 1 - requires changes in current policy and budget conditions	
4. Please describe the current level of development or implementation. * required field	
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Full Development/Implementation

	Assess Indicator	(dose)
ID02 All teams have written state	ments of purpose and guidelines for their operation. (1013)	
1. Choose your level of Development	nt or Implementation for this Indicator. * required field	I
© No development/Implementati	on 🗇 Partial Development/Implementation 🔍 Full Implementation	
2. Please provide evidence that thin necessary to sustain your efforts.	s indicator has been fully and effectively implemented. Also, describe the c required field	ontinued work that will be
		4
Save Indicator		I
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P	Development	Augnea Instruction-Curriculum	Family Engagement	earning	
			Edit Indicator	[dose]	
on me ty : ncc ect 20d 3117 2001 2001 2006 2007 2007	Please asses Please asses 1. Choose yo @ No deve @ Not a Pr	ss this indicator in relat ss this indicator in relat our level of Development lopment/ Implementation riority or Interest Will plain why this Indicator i	incorporated into the school improvement plan and school gov tion to Step 1 - School Data Analysis tion to Step 1 - School Data Local Assessments to rimplementation for this Indicator. * required field m © Partial Development/Implementation © Full Implementation	SMARTData Indicators ONLY: Allows users to go back and look at the summary and analysis for	essed
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Assess Indicators Professional Development

	Aligned Instruction Assessment Periodic Community And Condition ordinations Instruction-Curriculum Assessment Family Engagement	m for Learn	ing		
	Assess Indicators – Professional Development				
nplementa riority and equence fo	ess" to evaluate an indicator. For indicators determined as full implementation, the team may go back and ion level. Indicators assessed and determined to have partial or no development/implementation may not h opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please indicator assessment.	ave impler	nentation	levels editi at suggests	ad. a
-Select-	Type:			Asses	sed: 0 of 6
Key Code 🔊	Indicator	Indicator Type 0	Wise Weys #	Actions	Status¢
CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)		1	Assess	
CL 17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)		1	Anness	
1F05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management, (1039)	SC	1	Assess	
IF06	Teachers are required to make individual professional development plans based on classroom observations. (1949)		1	Assess	
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)	SP.	1	Assess	
072	Professional development includes opportunities for teachers to share their strengths with other teachers.	-	1	Assess	1.1

Assess Indicators Aligned Instruction-Curriculum

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S.S. 10. 107 (2000)	mission 3	Step 1 chool Data		tep 2 Indicato	es c	Step 3 Create Plac	Step 4 Monitor P	Reports	•				School Dash			
	rofessional		ligned, an-Curr	ic ultim	instru	action a	Lssessment	Periodic Assessment		ommunity sky Engag		Conditi	ions for Learn	ving		
					2	Assess In	dicators –	Aligned Inst	truction	n-Currici	ulum					
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Assess Indicators Instruction

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	rofessional Aligned evelopment Instruction-Curric	ulum Assessment Periodic Assessment Assessment		ana for Learn	ing .		
		Assess Indicators In	nstruction				
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10	ions by Type:	Filter Indicators by Section:				Asses	ed: 4 of 45
-Select-		-Seleci-					
ley Code 🕫		Differentiated instruction Preparation Teacher Directed - Introduction		Hidicator Type	Witer Ways*	Actions	Status¢
CL19	AR teachers model physical, so	Teacher Directed - Presentation	ncies. (2334)		13	Assess	
CL22	All teachers acknowledge approachers attention/response to inapprop	Teacher Directed - Summary/Confirmation Interaction Student Directed (Group or Individual)	ant provide differential		1	Assess	
8021	Units of instruction include spe	e Technology	a,	\$6,55	1	Edit	Assessed
RC03	Materials for standards-aligned teachers. (1005)	Parent Communication and Homework Classroom Management	stored for convenient use by	SC	10	Edit	Assessed
IBAD1	All teachers are guided by a do	current that aligns standards, curriculum, instr	uction, and assessment, (1063)	\$6,55	10	Assess	
18A02	All teachers develop weakly les	son plans based on aligned units of instruction.	. (1064)	SC	10	Assess	
IBA05	AR teachers maintain a record	of each student's austery of specific learning o	objectives. (1067)		13	Assess	
ISA06	AL teachers test frequently us	ng evariety of evaluation methods and maintain	a record of the results. (1068)	SP .	1	Assess	
8A07	AE teachers differentiate assign on pre-tests and other method	ments (individualize instruction) in response to 1 of assessment. (1969)	individual student performance	SP	1	Amen	
BADE	AR teachers review the previou	s lesson, (1070)			13	Assess	

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Assess Indicators Assessment

74	Sch	iool Contir	tuous Improvement	st Plan	 		
Planning Com Tools B Sul	pliance Sb bmission Scho	tep 1 ool Data		Step 3 Create Plan			< School Dishboard
	Professional Development		ligned 1 on-Curriculum	nstruction 🤇	Periodic Assessment	Community And Family Engagement	Conditions for Learning

Assess Indicators - Assessment

Click on "Assess" to evaluate an indicator. For indicators determined as full implementation, the team may go back and click "Edit" to make changes to the implementation level. Indicators assessed and determined to have partial or no development/implementation may not have implementation levels edited. Priority and Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please see the guidance that suggests a sequence for indicator assessment.

Filter Indicators by Type:

-Select-

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Key Code 🗢	indicator	Indicator Type	Wise Ways ®	Actions	Status4
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)	sc	13	Assess	
11802	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (1045)		1	Assess	
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)	SC	1	Assess.	
IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)		1	Assess	
IIB05	All teachers re-teach based on post-test results. (1052)			Assess	

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Here Illinois Interactive Report Card 65

Assessed: 0 of 5

Assess Indicators Periodic Assessment

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	rofessional Aligned instruction Assessment (Fincatic Construction And Condition evelopment Instruction-Curriculture	tor Learn	ing		
	Assess Indicators - Periodic Assessment				
implementat Priority and	sess ¹⁰ to evaluate an indicator. For indicators determined as full implementation, the team may go back and tion level, indicators assessed and determined to have partial or no development/implementation may not h Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please i indicator assessment.	ave impler	nentation	levels edite	ed.
Filter Indicat	tors by Type:			Asses	sed: 0 of 9
-Select-					
Key Code 🗢	andicator .	Indicator Type 0	Wise Ways *	Actions	Statuse
16062	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	sc	1	Assess	
1003	Teachers receive taxely reports of results from standardized and objectives-based tests. (1055)	SC.	10	Assess	
IE04	The school maintains a control database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	55	1	Assess	
1006	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	\$5,5D	13	Ases	
8007	The Leadership Team monitors school-level student learning data. (1058)	\$C,\$\$,\$D	10	Assess	
1008	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about corriculum and instructional strategies. (1059)	96,5P	1	Assess	
1009	Instructional Teams use student learning data to plan instruction. (1060)	50	12	Assess	
18010	Instructional Teams use student learning data to identify students in need of instructional support or enfancement, (1951)		10	Assess	
HD11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062)		1	Assess	
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Assess Indicators Community And Family Engagement

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	nafeukanat Aligned Instruction Assessment Periodic Contents And Condition	ns for Leven	ing .		
	Assess Indicators - Community and Family Engagement				
implementa Priority and	sess ¹⁰ to evaluate an indicator. For indicators determined as full implementation, the team may go back and tion level, indicators assessed and determined to have partial or no development/implementation may not h Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please indicator assessment.	ave impler	rentation	levels edit	ed.
	tors by Types			Asset	sed: 0 of 9
-Select-					
Key Code	indicator	indicator Type 0	Wha Ways *	Actions	Status
CF1	All teachers share school policy on homework with primary carvegiurs. (2340)		1	Assess	
0.15	All backers communicate regularly with primary caregivers and encourage there to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)		11	Assess	
CL &	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student lineming. (2341)	×	1	Assess	
E13	The principal offers frequent opportunities for stakeholders to veice constructive critique of the school's progress and suggestions for improvement. (1014)		1	Assess	
ittos	All leachers systematically report to primary caregivers the student's mastery of specific standards-based objectives, (1997)	35,59	10	Assess	
NA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1913)	92	1	Asiess	
(VD01	The schools Compact is annually distributed to teachers, school personnel, privary caregivers, and students. (1114)	190	1	Assess	
P/D02	The "singoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (111)	92	1	Amena	
11003	The school regularly and clearly communicates with primary caregivers about its expectations of thew and the importance of the "curriculum of the home." (1155)	SC,SP	1	Astess	

Assess Indicators Conditions for Learning

	rofesteral Aligned Instruction Assessment Periodic Conteurity And Content evelopment Instruction-Curriculum	nutur. Lenn	2		
	Assess Indicators Conditions for Learning				
Implemental Priority and	sess [®] to evaluate an indicator. For indicators determined as full implementation, the team may go back and tion level, indicators assessed and determined to have partial or no development/implementation may not it Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please r indicator assessment.	ave imple	mentation	levels edite	ed.
	toes by Type:			Assess	ed: 0 of 11
-Select-					
Key Code =	indicator	Indicator Type 0	When Ways #	Actions	Statuce
CL 1	The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2143)		10	Amena	
CL10	The school culture presentes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students - (2251)		19	Ament	
G.11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnal. (2352)		10	Access	
CL13	All school personnel work effectively and equitably with racially, suburally, legislatically, and economically deeme students. (2031)		13	Antest	
αı	School Leadership Identifies and ellocates/realiscates resources needed for Learning Supports' legieventation. (2344)		12	Annes	
613	School Leadership reprinters and evaluates the implementation of Learning Supports' programming through an en- going data collection writem. (2345)	SD	13	Americ	
0,4	All school personnel at thely midel and fester a positive school emironment where students feel wiked and are challenged to be engaged and grow cognitively. (2346)		1	Assess	
CL5	School Leaderthip actively models and factors a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)			Assest	
¢17	The environment of the school (physical, sacial, weotional, and behavioral) is safe, welconing, and conducive to learning, (2340)	22	10	Annes	
0.8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2)49)		12	Annana	
CL9	All teachers invite valid and reliable Learning Supports identified by their school leadership into their classroom including but not limited to gragment/strategies, co-teaching opportunities, and consultation, (2)501		19	Americ	

9/13/2012



Step 3- Create Plan

Planning Tools, Resources & Reports	Step 1 - School Data	Step 2 - Assess Indicators
 Indicators & WiseWays Meeting Agenda Setup Worksheets Continuous Improvement Forum Continuous Improvement Plan Resources Indicators in Action Reports Print to PDF 1 	Contact Information Report Card Data Local Assessments	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
Compliance & Submission	Step 3 - Create Plan	Step 4 - Monitor Plan
 Continuous Improvement Plan Compliance Forms Continuous Improvement Plan Submissions 	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary 	Monitoring Process

Create Plan- Overview

	ompliance Submission	Step 1 School Data	Step 2 Assess indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports						
dership	Professio		Aligned I bon-Curriculum	instruction	Assessment	Conmunity And Consulty Engagement	conditions fo	or Learning	Budget Sur	unary		
					Step 3 - Crea	te Plan - Overview						
					CONTRACTOR OF STREET	nd those indicators eve d to be of high importa	100000000000000000000000000000000000000		evelopment	t/iniplementa	tion, Gen	erally,
esponsi	ble (a perso	on outside the		may be assign	ned) and target	he team designs tasks f t dates for completion h task.		-		Y	10 10 10 10 10	
Note: In	dex Score	- Priority Scor	e x Opportunity Sc	ore								
	ndex Score Number of i		e x Opportunity Sc Filter Indicators			Filter Indicators	by Section					
						Filter Indicators	by Section					
	Number of i 5		Filter Indicators				by Section Indicator Type		ed To	Target Date	*index	Tasks
,	Number of i 5 ste <u>All stat</u> sorfer climate	ndicators: If interactions : ences, etc.) #	Filter Indicators	by Type: Objectives f, problem sol nal setting wil	ving, constitue	-Select-	Indicator			Date	*index 2	Taski 2
l Key Co	Number of i 5 de <u>All state</u> climate and en	ndicators: If interactions unces, etc.) a e of trust, resp notional compe	Filter Indicators	by Type: Objectives f, problem sol nal setting will on that will be	ving, conniitter I reflect a "Cull e focused on ni	-Select-	Indicator Type	Assign	ss Manager	Date		
Kery Cc Ca17	Number of i 5 de All.stat sonfar slimate and en i Units s i Materi	ndicators: If interactions unces, etc.) a e of trust, resp national comp of instruction a als for standars	Filter Indicators	by Type: Objectives f, problem sol nel setting will on that will be learning activ	ving, committee Lanflect a "Culi e focused on ni ities aligned to	-Select-	Indicator Type CL SC,SS	Assign NBHS Proce	ss Manager	Date 08/30/2012	2	2
Key Co Cit7 IECO1	Number of i 5 All stat sonfar climats and an 1 Units a Materi for ce	ndicators: If interactions unces, etc.) a e of trust, resp notional compr of instruction a als for standars revenient use b	Filter Indicators	by Type: Objectives f, problem sol nel settine wil on that will be learning activ activities will b	ving, conmittee I reflect a "Suff e focused on ni ities aligned to be well-organiza	-Select- es, planning, ture of Candor" and a orms and adult social objectives. (1083) ed, labeled, and stored	Indicator Type CL SC,SS	Assign NBHS Proce	ss Manager	Date 08/30/2012	2	in It

Create Plan Leadership

		School Cont	tinuous Improveme						
A CONTRACTOR OF	Compliance & Submission		Step 2 Assess Indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports		< School Dashboar	
Leadershi	Profession Developm		Aligned ion-Curriculum	Instruction /	Assessment	Periodic Assessment	Community And Family Engagement	Conditions for Learning	Budget Summary

Create Plan - Leadership

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

CII7 All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting will reflect a "Culture of Candor" and a climate of trust, respect and collaboration that will be focused on norms and adult social and emotional competencies. (2337)

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Create Plan Leadership

Step 7 - Assessment Information				
Level of Development/Implementation: No de Current Level Description: test assessment 12				
Step 3 - Create Plan				
1. Assign a team member to manage and mo	stor the task work toward this objective: Select One-			
 Describe how the objective will look wh this objective is fully set. 	en it is being fully implemented in the District. Also describe the i	nformation needed to	provide evidence that	
Paragraph + Default Port + Size +		YYYNN		
Later to the table to the				
besting school indicator				
pesting school indicator				
pesning school indicator				
pesning school indicator				
resting school indicator				
resting school indicator				
	nter stratistica de la Alexandera ethnica management — 1			
	above will be a reality 08/30/2012			
	above will be a reality: 08/30/2012			
3. Establish # date by which the description	above will be a reality: 08/30/2012			
 Establish a date by which the description Environment Create a series of tasks, with correspondences 	ding budget information, that will lead to full implementation of	this objective. Be su	re to include tasks for	
 Establish a date by which the description Environment Create a series of tasks, with correspongathering and analyzing the information r 		this objective. He su	re to include tasks for	
 Establish a date by which the description Environment Create a series of tasks, with correspondences 	ding budget information, that will lead to full implementation of	this objective. Be su	re to include tasks for	
Establish a date by which the description establish a date by which the description	ding budget information, that will lead to full implementation of eeded to show evidence of full implementation.			
 Establish a date by which the description Environment Create a series of tasks, with correspongathering and analyzing the information r 	ding budget information, that will lead to full implementation of eeded to show evidence of full implementation.	this objective. Be su Person Assigned	re to include tasks for + Actions	

Create Plan Leadership-Add a Task

4. Create a series of tasks, with corresponding budget information, that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add New Task			
Task No. ▽ Tasks	\$	Person Assigned 🔶	Actions
There are no t	asks created for this Objective		

- 1	J,	t	h	n	•	1	/1	T	ĩ	r	r	n	1	I.	1.5	ρ	d	h	т	

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Create Plan- Add a Task

a. Create one t	ask in the series fo	or this objective							
	erson who will be	responsible for	completing this t	ask (may be a tea	m member or	other person ou	tside the team):*	
-Select one									
	s from your discu get and funding so		e helpful to the p	person responsibi	e for this task	. Establish a st	art and end da	te. Be sure to	
erener werd ward								-	
	•								
									10
									14
								2	144
d. Start Date:		End Date:					3	2	144
			pplicable to this						1940 1940
d. Start Date: e. Please enter Title I 0			pplicable to this Budget & F	task. unding Sources (S) Grant Funds Ø		Click to specify	Other Funds)	Total	1940 1940
e. Please enter	budget informatio	on below if it is a	pplicable to this Budget & F	unding Sources (S)		Click to specify	Other Funds)	Total	(B)

Create Plan- Other Funds

eate one task in the ser	ies for this objective.*			
	A	Add/Edit Other Funds	[dose]	
sign the persor			Add More	team):*
ct one	Other Fund Source	Other Fund Amount (\$)		
ecord notes from			Delete	nd date. Be
e any budget ar			Delete	
			Delete	
		Total:		
Save	Other Funds			
art Date:		1		
ease enter bud _t				
tle I 🔍 🛛 Title II-D 🕯	Title III 🔍 State Funds	Grant Funds Other Funds	Click to specify Other Funds	Tot

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Create Plan Professional Development

		School Con	tinuous Improvem	ent Plan		3			
Planning Tools	Compliance & Submission	Step 1 School Dete	Step 2 Assess indicators		Step 1 Step 4 Reports School Databased				
Leadersh	Profession Revenicion		Aligned tion-Curriculum	Instruction	Assessment	Periodic Assessment	Community And Family Engagement	Conditions for Learning	Budget Summary

Create Plan - Professional Development

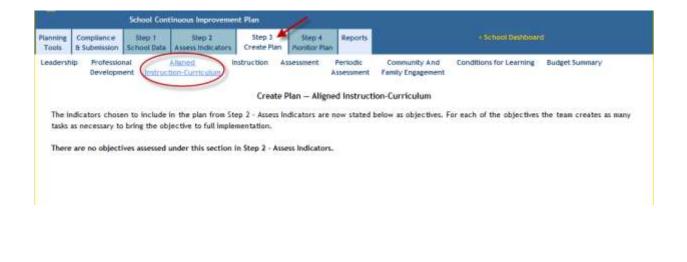
The indicators chosen to include in the plan from Step 2 - Assess indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

There are no objectives assessed under this section in Step 2 - Assess Indicators,

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Create Plan Aligned Instruction-Curriculum



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Create Plan Instruction

		School Cont	tinuous Improveme	nt Plan					
Planning Tools	Compliance & Submission	Step 1 School Data	Step 3 Assess indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports		 School Dahboar 	
Leadersh	ip Professio Developm		Aligned tion-Curriculum	histourtion)	ssessment	Periodic Assessment	Community And Family Engagement	Conditions for Learning	Budget Summary
					Create Pl	an — Instru	ction		
			in the plan from St jective to full imple		ndicators are	now stated	below as objectives. I	or each of the objectives	the team creates as man
	Indicators by	500 ° 00 ° 00 ° 00 ° 00 ° 00 ° 00 ° 00	le contra contrata integra						
1000	lect-								
-0	IICO1 Units of	instruction w	ill include specific	learning activ	ities aligned t	o objectives	. (1083)		v
.0	IICO3 Material	s for standard	s-aligned learning a	activities will	be well-organ	ized, labele	d, and stored for com	enient use by teachers. (1085) 👻
	IIIA09 All teac	hers will clear	ly state the lesson	's topic, them	e, and objecti	ives. (1071)			4
-0	IIIA28 All teac	hers will trave	d to all areas in wi	hich students a	are working. (1093)			~
-0	IIIA28 All teac	hers will trave	el to all areas in wi	hich students a	are working. (1093)			

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Create Plan Assessment



Create Plan - Assessment

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

There are no objectives assessed under this section in Step 2 - Assess Indicators.

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Create Plan Periodic Assessment



The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

There are no objectives assessed under this section in Step 2 - Assess Indicators.

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Create Plan Community and Family Engagement



Create Plan - Community and Family Engagement

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

There are no objectives assessed under this section in Step 2 - Assess Indicators.

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Create Plan Conditions for Learning



Create Plan - Conditions for Learning

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

There are no objectives assessed under this section in Step 2 - Assess indicators.

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Create Plan-Budget Summary

			inuous Improvemen		-	-					
100 million (1997)	Compliance E Submission	Step 1 School Data	Step 2 Assess Indicators	Step 3 Create Plan	Step 4 Monitor Plan	Reports			School Deshood		
dership	Profession Developm			nstruction	Assessment	Community Family Engag		ditions for Learnin	Suddet Sum	mary	
					Create Plan	– Budget Su	ummary				
Contin	ous Improve	ment Plan									
Contin	ious Improve	ment Plan								Export	to Excel
Contin	ious Improve				Title I	Title II-D	Title 8	State Funds	Grant Funds	Export Other Funds	
	ious Improve		cator		Title I	Title II-D	Title 8	State Funds	Grant Funds	11.000 00 000	to Excel
Кеу	All staff inte	Ind ractions in all	cator meetings (staff, pro ning, more						and the second sec	Other Funds	
Key Code	All staff inte solving, com Units of inst	ind ractions in all mittees, plan ruction inclu	meetings (staff, pro	oblem	0	0	0	0	200	Other Funds	Total

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9/13/2012



Step 4- Monitor Plan

Planning Tools, Resources & Reports	Step 1 - School Data	Step 2 - Assess Indicators
 Indicators & WiseWays Meeting Agenda Setup Worksheets Continuous Improvement Forum Continuous Improvement Plan Resources Indicators in Action Reports Print to PDF 2 	Contact Information Report Card Data Local Assessments	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
Compliance & Submission	Step 3 - Create Plan	Step 4 - Monitor Plan
 Continuous Improvement Plan Compliance Forms Continuous Improvement Plan Submissions 	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary 	Monitoring Process

Monitor Plan-Overview

	School Cont	inuous Improvemen	nt Plan		1	
Compliance It Submission		Step 2 Assess Indicators	Step 3 Create Plan	Step 4 A Monitor Plan		+ School Deshboard

Step 4 - Monitor Plan

Step 4 - Monitor Plan allows the team to monitor the progress of objective tasks. After the tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not fully implemented, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

Objectives shown in Blue have tasks that are not complete. Objectives shown in Green have all the tasks completed and the Objective has been met. Objectives shown in Red Indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the objective to full implementation.

Number	of indicator	rs: Filter Indicators by Ty	pe:	Filter Inc	dicators by Sec	ction:	Filter In	idicators	by Objective	Status
	2	-Select-		-Select	(=)		-Selec	1-		
Key Code	~	Obje	ctives		Indicator Type	Assigned to \$	Target date \$	Tasks €	N Tasks Completed	Objective Status
CII7	planning, a "Culture that will !	sterections in all meetings conferences, etc.) and in a of Candor [*] and a climate be focused on norms and a ncies, (2337)	the instructional se of trust, respect an	ttine will reflect d collaboration	a	NBHS Process Manager	08/30/2012	2.	100%	
IIC01	Units of it	nstruction will include spe- s. (1083)	cific learning acthiti	es aligned to	SC,SS	school capcity	08/30/2012	1	05	

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Monitor Plan-View Tasks

						<< Back to all indicat
CII7 instructional s	A 1 YO M THE REPORT OF A 2 YO M TO WAR AND A 19	of Candor" and a climate of	s, planning, conferences, etc. f trust, respect and collaborat 7)	State of the second second	a	Objective Status
tep 2 - Assessment Inf	ormation					
evel of Development	Partial Develo	opment/Implementation				
ndex:	2	Priority Score:	1	Opportunity	Score:	2
urrent level of devel	opment or implementation:	test assessment 123				
ep 3 - Plan Informatic	in					
ssigned To	NBHS Process Ma	nager	Objective Target Date:	08/30/2	2012	
low it will look when	fully met: testing school in	Scator	_			

Step 4 - Monitor Plan

	Tasks	Assigned To Target I	ate Completed Date	Actions
1	Test task	NBHS Process Manager	09/05/2012	Edit Delete
2	testing	NBHS Process Manager	09/04/2012	Edit Delete

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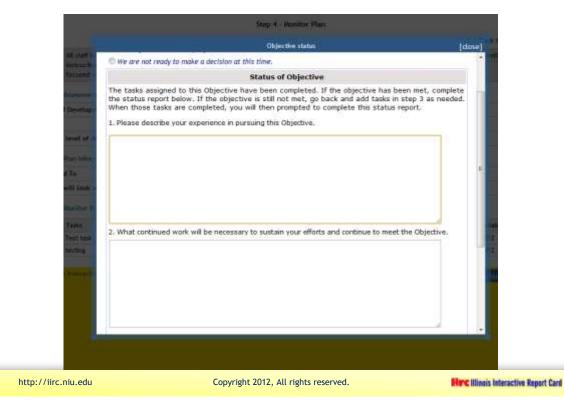
Monitor Plan- Edit task

		in all meetings (stail, p	roblem solving, committees, planning, conferences, #12.) and	In the Objective Status
	Instructional sett	and the second second	Edit Task	[dose]
	Americanient before: d Development	Task: Comments:*	Test task	
den;	: level of develops			
	Plan Information of To			
	will look when halls Monitor Plan			
	Tesks Test task			Attant
2	testing	Completion date:	Save Details Cancel	Edit a Deletai
				 Minute State Toget of Obstation.

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Monitor Plan- Objective Met



90

Compliance and Submission

Planning Tools, Resources & Reports	Step 1 - School Data	Step 2 - Assess Indicators
 Indicators & WiseWays Meeting Agenda Setup Worksheets Continuous Improvement Forum Continuous Improvement Plan Resources Indicators in Action Reports Print to POF 	Contact Information Report Card Data Local Assessments	 Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement
Compliance & Submission	Step 3 - Create Plan	Step 4 - Monitor Plan
Continuous Improvement Plan Compliance Forms Continuous Improvement Plan Submissions	Overview Leadership Professional Development Aligned Instruction-Curriculum Instruction Assessments Periodic Assessment Conditions for Learning Community and Family Engagement Budget Summary	Monitoring Process

Compliance and Submission Continuous Improvement Plan Forms

	ovement Plan			
ming Compliance Step 1 Ste tols E.Submission School Data Assess In	2 Step 3 dicators Create Plan	Step 4 Monitor Plan	Reports	< School Dechooard
ntinuous Improvement Plan Formy Continuou	Improvement Plan Sub	mission Dates		
		Continuous l	mprovement Plan	
Overview)Local Board Action SIP R	equired Form Schoo	(improvemen	t Plan Objectives	
Local Board Action Report	Local Board Ac	tion certifies	to ISRE that all the ass	wances and information provided in the plan are true and correct
Local Board Action Report				urances and information provided in the plan are true and correc oved by the local school board annually.
Local Board Action Report		nprovement pl		가지 않는 것이 같이 많이 잘 못했다. 이렇게 가지 않는 것이 같이 같이 있는 것이 같이 같이 같이 같이 같이 같이 많이
258 N 508	and that the in Text Not Availa Text not availa	nprovement plu ible ble		가장 옷이 있지만 것 같아요. 이렇게 잘 못 하는 것을 알 것 같아요. 가지 않는 것 같아요. 이렇게 하는 것 같아요. 이렇게 아니
SIP Required Form	and that the in Text Not Availa	nprovement plu ible ble		urances and information provided in the plan are true and correc oved by the local school board annually.

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Compliance and Submission Local Board Action

	is improvement Plan I	orms c	ontinuous legenover	sent Plan Subs	HILLION GMDHL			
				3	Continuous la	nprovement P	Nam	
	Overview Cocal B	eand Acti	S# Keywood	Form Schoo	A improvement	rt Plan Objecti	west .	
					Local Box	nd Action Rep	ort	
A. A	SSURANCES							Print to PDF
8	 Technical assistant 1101(37). The plan includes alignment of curri 4. The district will sp 	nce provide Latrativgien icultum, im pend at lie	ed by the district s and activities that truction, and asse	erving its sch support the onent with t be funds mad	ool is founded Implementation he New Itinois	on scientifical n of the New X Learning Stand	ly based research (NCLB, linols Lewining Standards lands incorporating the C	3((A)(() and so defined in NCLB, Section 910((37), Section 1116(b)(4)(C)) as defined in NCLB, Section Incorporating the Common Core and ensures amon Core. I the purpose of providing high-quality
By s and	correct and that the	n trehalf of e improvem	the district/school ent plan has been	duly approve	d by the local	school board. I		es and information provided in the plan are true I plan completion and local board approval, this
By si and plan	ubsitting the plan or correct and that the shall be deemed to !	n behalf of s improvem be execut	the district/school ent plan has been ed by the superint	duly approve	d by the local	school board. I	By submitting this form a	es and information provided in the plan are true plan completion and local board approvel, this
By si and plan Prin	ubsitting the plan or correct and that the shall be deemed to cipal Signature (scho	n behalf of s improvem be execut pol. only?";	the district/school ent plan has been	duly approve	d by the local	school board. I	By substitting this form at 08/29/2012	
By si and plan Prin	ubsitting the plan or correct and that the shall be deemed to !	n behalf of s improvem be execut pol. only?";	the district/school ent plan has been ed by the superint	duly approve	d by the local	school board. I	By submitting this form a	
By s and plan Prin Sup	ubsitting the plan or correct and that the shall be deemed to cipal Signature (scho	n behalf of e Improvem be execut ost onlyj*; re*;	the district/schor ent plan has been ad by the superint sandleep	duly approve	d by the local	school board. I	By substitting this form at 08/29/2012	
By sy and plan Prin Sup Hoa	ubsitting the plan or connect and that the shall be deemed to i cipal Signature (sche erintendent Signatur	n behalf of e improvem be execut ool onlyj"; re"; re";	the district/school ent plan has been ad by the superint sandsep super test	duly approve andent on be	d by the local half of the db	school board. I	08/29/2012 08/29/2012 08/20/2012 08/25/2012	

93

Compliance and Submission SIP Required Form

			Continue	ous Improvement Plan		
				and and a second second		
	reerview Cocatilioand a	stin StP Requirem	d Furst Actual Improv	ement Pae Objactient		
					Print to	A POF TO
					teachers with more manytenced professionals who ser drog what else the teacher mentoring program should p	
11000			and the second se			
1.00	ngradh · Default Forst	al loss (1)		10.10	A REAL PROPERTY AND A REAL	1
Z. jPa	rent notification prompt)	Describe how the sc	hool has provided writts	en notice about the school's e	cademic status identification to parents of each staden	the
	rant rootfication prompt) t and, to the extent pro				cademic status identification to parents of each studen	it In a
Forma	t and, to the extent prac	ticable, in a language	that the parents can u	nderstand.		
Forma		ticable, in a language	that the parents can u	nderstand.	cademic status identification to parents of each student $S \to T T T \to S$ and $M \to M = 1$ (a	
Forma	t and, to the extent prac	ticable, in a language	that the parents can u	nderstand.		
Forma	t and, to the extent prac	ticable, in a language	that the parents can u	nderstand.		
Forma	t and, to the extent prac	ticable, in a language	that the parents can u	nderstand.		
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For mar	t and, to the extent pro- agraph * Default Port	nicable, in a language	that the parents can u 및 및 및 및 및 및 및 및	ederstand. E_ E = ∞ ⊙ A □ ⊃	· · · · · · · · · · · · · · · · · · ·	6
L De	t and, to the extent pro- agraph * Default Form	 To able, in a language Space at 10 IF Conservations the ultrain 	e that the purents can u	enderstand. 10 10 🗰 🚥 🖓 🍂 🗔 pr	and should include teachers and administrators from a	Chieroft
forma Der	t and, to the extent proc agraph * Default Port	The able, in a language The second s	e that the parents can u U T F F F A M Hit is prev review and ap utgeticanty more succe	enderstand. IE IE = en i A I i proved process. Peer review to early in meeting the harring r	earn should include teachers and administratures from a needs of their students, As appropriate, peer reviewers	chiefs:
Forma Dar	t and, to the extent pro- agraph * Dafad Form	The able, in a language The able, in a language (1) Describes the allab- in langrowment, but	that the purents can u U T F F F F F F F H H(Es prev review and ap dipticantly more succe diversits, represent Office	elderstand. IE ID a or A D provid process. Peer review to soft in monoling the hearting of a of Education staff, others harring of	care should include teachers and administratures from a media of main radium. As approaches, peer rankeesers for final radium. As approaches, peer rankeesers	cheofs may be tw.
L the and to come	t and, to the extent pro- eproph * Default Port	The able, in a language The able, in a language The able of the second	that the parents can up U T F F F F F F High prev roview and ap tighticantly more succ districts, Regional Office C staff perior go a Sch	anderstand. IE IE a on A II P sproval process. Peer review b scribil in meeting the hearing r of Gaucation staff, intervend of Support Them should not b	arm should include teachers and administrators from a needs of their students, As appropriate, peer reviewers are de part inter students, As appropriate, peer reviewers are see a part profession in the area district. Due n	cheofs may be tw.
L the and d beach comes and o	er Review Process Process	The able, in a language The able, in a language (1) Geocordees the shot In languagement, but executive from other titare thereof, RGE(1)	That the parents can u U T = = = = = = in Experie review and a dynamics review and a dynamics regional Office C staff parents on a Sobi C staff parents on a Sobi C staff parents on a Sobi	elderstand. IE ID a or A D provid process. Peer review to soft in monoling the hearting of a of Education staff, others harring of	some shreadd include treachers and eliministratures from a media of their studients, is appropriate, per reviewents and former studients, is appropriate, per reviewents and service (center studients, for 2017/50 und), university facult area on a peer review team in the same district. Peer r ent plan.	cheoth may be tw.

Compliance and Submission School Improvement Plan Objectives

	Correlaw Local Issued Action 119 Augusted Parts Colonal Improvement Plan Deposition
	Print to PDF
1	 Each objective must be written to identify the current scherement level and specific, measurable outcome in term of AVP to be achieved for each year of the two ropaintify each of the plan. The objectives must be clear and highly focused on the fundamental teaching and learning issues that have prevented the school from eaking adequate years progress. The objectives must be constructed and substantial progress to ensure that students in each subgroup reset the State's target. The objective heads not be written to legisl performance that least fundament and software that students in each subgroup reset the State's target.
deve	School Improvement Plan Template at the Interactive Winds Report Card will prompt the review of all areas of deficiency related to your 2012 XVV Report. Please too to many objectives as are needed to cover the deficiency areas to ensure the greatest MicRived Visit all program will wake AVP. (Select Yellot' to see Examples on actives) 4
Place	chool has not all the state-required performance targets identified in the School Report Gard for only one year, it is still required to revise the School hiprovene while the school results in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school scene to meet state targets.
	ee write the objectives required for your sched below as related to the 2012 assessment data. (These way be related to AVP deficiencies.) If no objectives are dred, Bol objectives you have for continuous improvement for your scheel.
	ngah Sphalter San SHIIP PERRAR BERRAR AND SHATT STRUMMAR - 1 M
jest	sdrsdi

95

Compliance and Submission Continuous Improvement Plan Submissions

School Sentinuous Improve	ment Plan					
ning Compliance Step 1 Step 2 ots 5 Submission School Data Assess Indica	Stop 3 Step 4 tors Create Plan Ronitor Pl	Reports		School Dash	ooard	
tinuous Improvement Plan Forms	ovenent Plan Sub-Ission Date	>				
	Continuous Impr	ovement. Plan Subn	nissions			
Report Name	Submit By 🛛 🖨	Submit	View	Submitted	٠	Previous Submission @
Rising Star (S)SmartStart Indicators	October 12, 2012	Submit	View			
Rising Star (S)SmartPlan Indicators	December 14, 2012	Submit	10 View			
Local Board Action Report	December 14, 2012	Submit	View			
SIP Report	December 14, 2012	Submit	View			
School Improvement Plan Objectives Report	December 14, 2012	Sabmit	10 View		1	

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Take Aways from Today's Presentation





Data-rich information right in the plans, progress benchmarks, printable reports





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Take Aways from Today's Presentation



Site navigation that is fool-proof

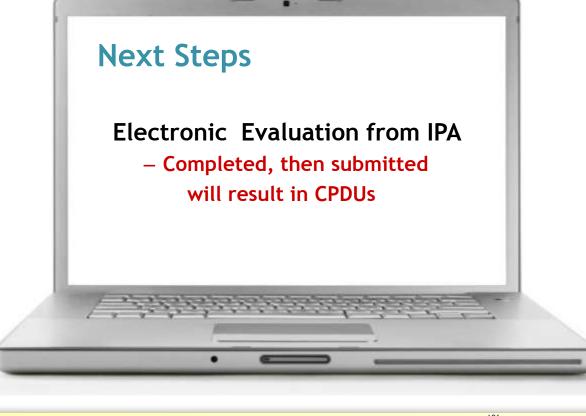
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Capacity Building Coaching





Let's Review...

- Form the Leadership Team
- Appoint a Process Manager
- Prepare an Agenda for the First Meeting
 - Select indicators to assess
 - Download Wise Ways for each indicator to assess
 - Download a worksheet for each indicator to assess
- Distribute agenda and Wise Ways to team to review before meeting
- Engage in a candid conversation at the meeting and complete the worksheets
- Enter minutes and worksheet content in system



Some lessons we have learned...

- Don't be afraid! The tool is your friend! Just get engaged with it!
- You don't need to have everything figured out before you start.
- At the first meeting, assess and plan for at least one indicator so they can see and buy into the process.
- Don't forget to access the WISE Ways from the very start!
- You have a network of support when you need it.



Contact Information

Linda Shay Division of Innovation and Improvement Illinois State Board of Education

lshay@isbe.net

Arlin Peebles Illinois Principals Association <u>arlin@ilprincipals.org</u>

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