

HARVEY PUBLIC SCHOOLS DISTRICT# 152
Curriculum Committee Minutes
Wednesday, November 6, 2019
5:00 P.M.
Administrative Center
16001 Lincoln Avenue, Harvey, Illinois.

Attendees present: Myra Gardner, Dana Nichols, Nicole Fishman, Gabriela Delgado, Superintendent John Thomas

Call to Order - 5:03 pm meeting was called to order.

Stem Lab Floor Plans

The floor plans for the Stem Labs at Bryant and Holmes School were reviewed. Option 1 was selected for Holmes School; however, CLS may not be able to accommodate this request due to the limited space. If not, option 2 will be selected.

For Bryant, adjustments are needed to the architects design for the computer facilitation/monitoring area. Ms. Nichols will follow up with the IT Department to make sure we can support the design before it's finalized. The bookshelves and tables will remain and will be rearranged in the library, making it more like a media center.

2019 Illinois School Report Cards & ESSA Summative Designations

The Committee reviewed the district and schools' 2019 Report Cards, which were made public by ISBE on October 30, 2019 (*see attached - Illinois At-A-Glance Report Card*). Ms. Nichols presented the requirements for the State's new accountability system, which replaced NCLB. The index scores from the 8 Indicators of Student Success are totaled to determine a school's summative designation. (*see attached - 2019 Summative Designations & Index Scores*)

The district's schools received the following Summative Designations on their 2019 Report Card:

Angelou - Commendable
Bryant - Commendable
Holmes - Commendable
Whittier - Commendable
Brooks - Underperforming

Although the overall student group at Brooks met the threshold for Commendable, the school received the "Underperforming" rating due to the performance of Children with Disabilities (CWD). The CWD subgroup received an overall Index Score of 32.65, missing the Commendable Target of 35.33 by 2.68 points. Consequently, if one subgroup is identified as "Underperforming," then the entire school is designated "Underperforming."

All of the schools have been commended for their effort; however, we cannot ignore that Chronic Absenteeism is a major concern throughout the district. All of the district's schools received a low score for this indicator, along with Math Proficiency. These two areas are the focus of our improvement efforts.

Illinois Quality Framework Rubric - Brooks

As a result of Brooks receiving the "Underperforming" Summative Designation, the school must complete the Illinois Quality Framework (IQF) Rubric and a State approved School Improvement plan by December 30, 2019.

The Brooks School Improvement Team has completed the IQF Rubric and submitted it to ISBE for approval (*see attached - Illinois Quality Framework Rubric*). The only indicators marked ineffective are those related to having a district leadership team. All others were marked accomplished or exemplary. The team is currently working to complete the School Improvement Plan which will be submitted to the Board for approval during the next meeting.

Virtual Learning Presentations

Michael Robinson from Proximity Learning and Dwight Morton from Emerge Online both conducted presentations on their Virtual Learning Programs. Committee members sought clarity and asked several questions according to the guiding rubric created by the committee (*see attached - Virtual Learning Programs*). Due to the length of the presentations, the committee postponed debriefing and a board recommendation until the next meeting.

MTSS Department Updates

No report provided.

Special Education Department Updates

No report provided.

EL Department Updates

No report provided.

Meeting was adjourned at 7:20 p.m.

Next Meeting Scheduled for Wednesday, December 4th, 2019 @ 5:00 P.M

HARVEY PUBLIC SCHOOLS DISTRICT# 152

Curriculum Committee

Wednesday, November 6, 2019

5:00 P.M.

Administrative Center

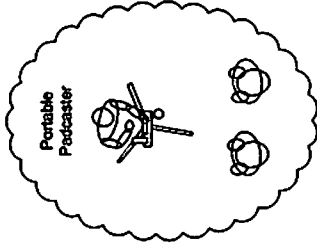
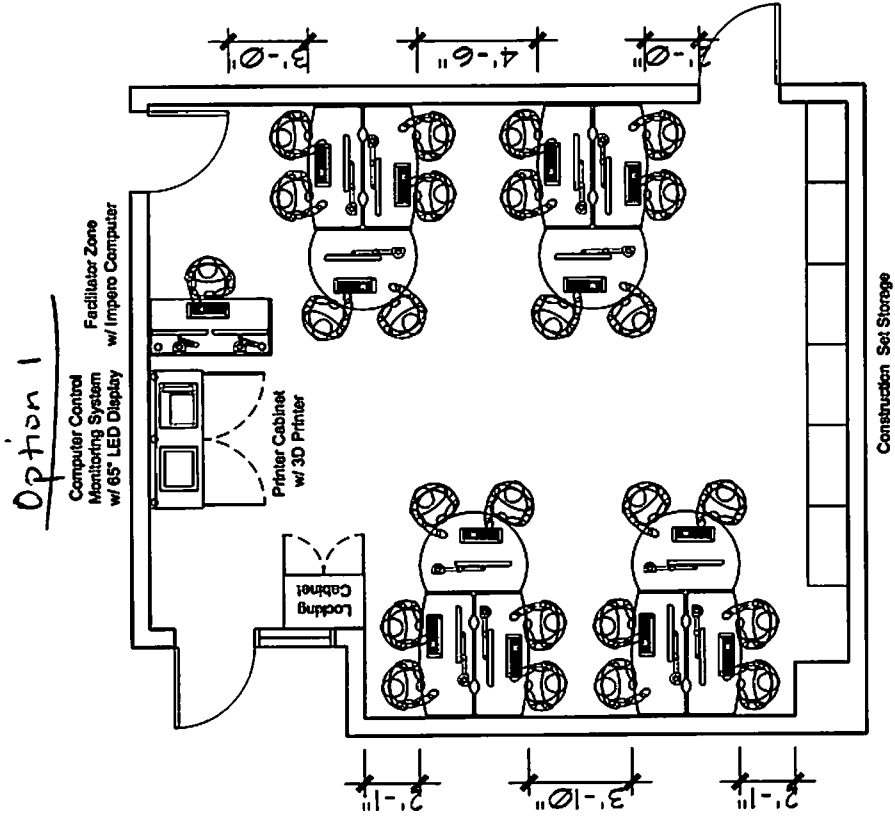
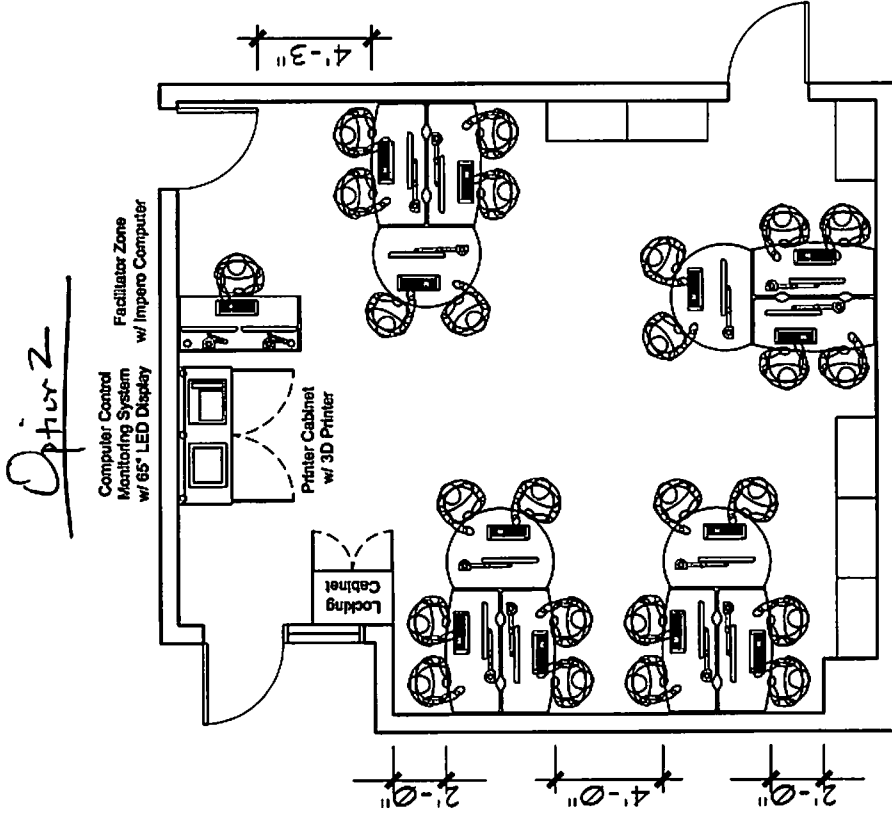
16001 Lincoln Avenue, Harvey, Illinois.

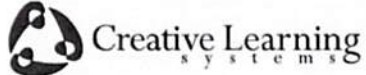
AGENDA

- Call to Order
- Virtual Learning Presentations
 - Proximity Learning
 - Emerge Online
 - Committee Debriefing
- STEM Labs Floor Plans
- 2019 Illinois School Report Cards
- ESSA Summative Designations
- Illinois Quality Framework Rubric - Brooks
- Adjournment

Next Meeting - Wednesday, December 4th, 2019 @ 5:00 P.M

Holmes





SmartLab™ Plan View
Bryant Elementary School - Library Computer Lab

Features:

- Approx. 800 of 1,900 Square Feet
- 24 Learners
- Facilitator Management Resources
- Customer Supplied Server
- Apple Macintosh iMAC & Impero Console Client Computers

Orientation

- SmartLab philosophy
- Learning goals & expectations
- Problem solving & collaboration strategies
- ePortfolio development

PowerPoint

- Publishing and multimedia
- Digital communication
- Presentation skills

Astronomy

- Science exploration
- Digital Imaging
- Research & presentation skills

Comic Life

- Comic Creation
- Story Telling

K'nex

- Principles of mechanics
- Simple machines
- Compound machines
- Mechanical advantage

Makey Makey

- Human Conductivity
- Input Device Creation
- Instrument Prototypes

Pixie

- Computer graphics
- Digital storytelling
- Multimedia production
- Research & presentation skills

Snap Circuits

- Science of electricity
- Electronics and circuitry

Google Maps

- Planning Trips
- Geography

Lego WeDo 2.0

- Principles of robotics
- Simple & compound machines
- Programming logic
- Digital sensors
- Engineering design

Vernier Science

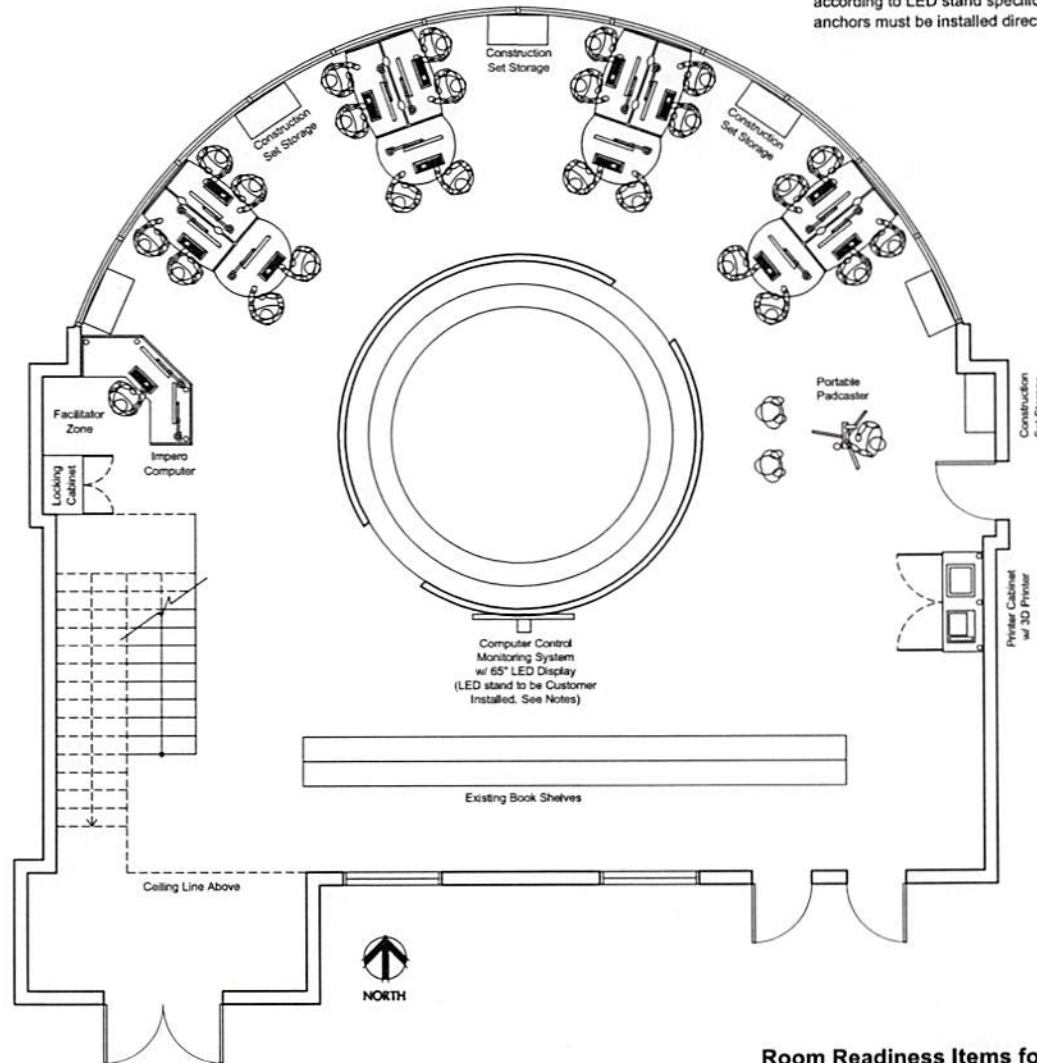
- Measuring & recording scientific data
- Exploring electronic sensors
- Digital data analysis
- Thermodynamics, science of sound & motion
- Engineering design

Geometric Shapes

- Physical science
- Engineering design
- Physical modeling
- 2-D and 3-D geometric concepts

iPad Zone

- Ozobot Robotics
- Vernier GO-TEMP Direct Probes
- Additional iPad Applications



Preliminary Conceptual Plan View Drawing
- Dimensions to be Verified next Revision -

Notes:

- LED stand will be shipped early by Creative Learning Systems and installed by customer prior to CLS installation.
- Concrete slab must be min. 4" in thickness and not be covered with any other type of flooring material according to LED stand specifications. Concrete anchors must be installed directly into concrete surface

Note: Electrical and Data Communication drawings will be provided with final proposal

ALL IDEAS, DESIGNS, ARRANGEMENTS AND PLANS INDICATED OR REPRESENTED BY THESE DRAWINGS ARE OWNED BY, AND THE PROPERTY OF CREATIVE LEARNING SYSTEMS, AND WERE CREATED, EVOLVED, AND DEVELOPED FOR USE ON, AND IN CONNECTION WITH, THIS PROJECT. NONE OF SUCH IDEAS, DESIGNS, ARRANGEMENTS OR PLANS SHALL BE USED BY OR DISCLOSED TO ANY PERSON, FIRM, OR CORPORATION FOR ANY PURPOSE WHATSOEVER WITHOUT THE WRITTEN PERMISSION OF CREATIVE LEARNING SYSTEMS. FILING THESE DRAWINGS OR SPECIFICATIONS WITH ANY PUBLIC AGENCY IS NOT A PUBLICATION OF SAME. NO COPYING, REPRODUCTION, OR USE THEREOF IS PERMISSIBLE WITHOUT THE CONSENT OF CREATIVE LEARNING SYSTEMS.

Room Readiness Items for Consideration

- Overhead and Perimeter Electrical (Required)
- Overhead and Perimeter Data (Required)
- Anti-static Carpet (Strongly Recommended)
- Drop Acoustical Ceiling at 10 feet AFF (Recommended)
- 8 to 10 foot White Marker Board (Recommended)
- Sink and Counter Cabinets (Optional)

© Copyright 2019 Creative Learning Systems, All Rights Reserved

REVISION NOTES

FLOORPLAN AND SERVICES

PAGE:

Not to scale

Furnishings

JOB NO: 19-0242

DATE: 10/22/2019

DRAWN: KC

REVISION: R2

REVISED: KC

SmartLab™

ENVIRONMENT:

Bryant Elementary School
Library Computer Lab





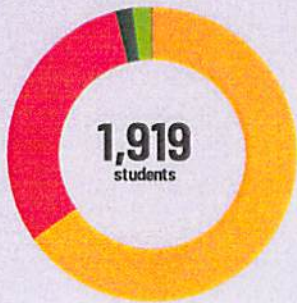
Harvey SD 152

16001 Lincoln Ave Harvey, IL 60426 (708)333-0300

Grades: PK - 8

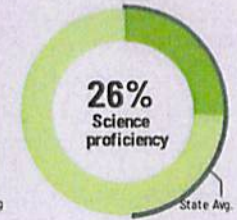
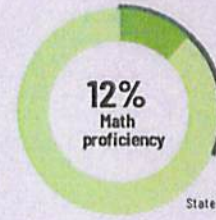
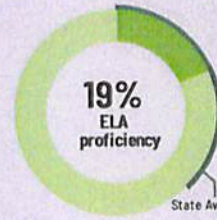
Superintendent: John Thomas

Fast Facts



Student Characteristics

White	0%
Black	66%
Hispanic	31%
Asian	2%
American Indian	0%
Two or More Races	2%
Pacific Islander	0%
Low Income	99%
English Learners	20%
With IEPs	11%
With Disabilities	-
Homeless	31%



Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



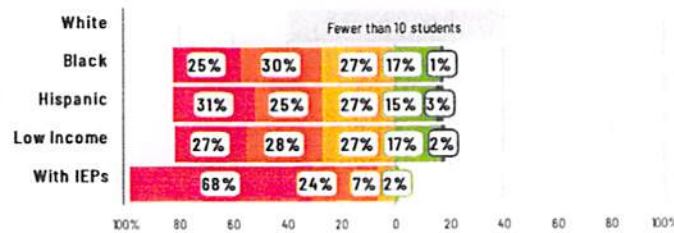
Mathematics



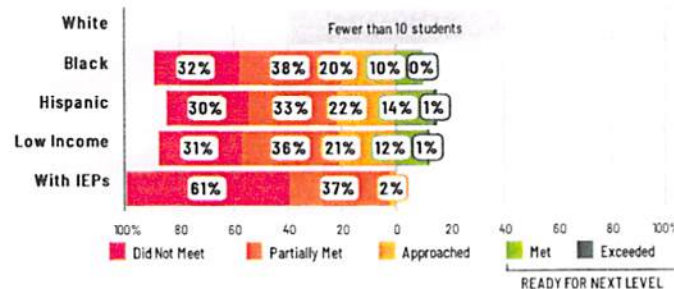
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



Mathematics



District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



Operational Spending per Pupil includes all costs for overall operations in this district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



Student Attendance and Mobility

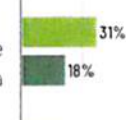
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



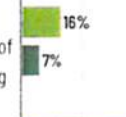
Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



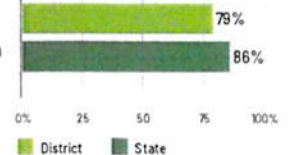
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





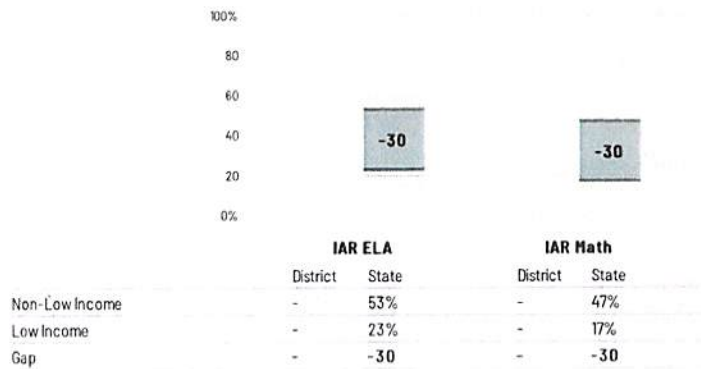
Harvey SD 152

Schools in District

School Name	Grades	Summative Designation	School Name	Grades	Summative Designation
Brooks Middle School	6 - 8	Underperforming	Maya Angelou Elem Sch	K - 5	Commendable
Bryant Elem School	K - 5	Commendable	Whittier Elem School	K - 5	Commendable
Holmes Elem School	K - 5	Commendable	Riley Preschool	PK	

Achievement Gap

Achievement gaps display the differences in academic performance between student groups. The display below shows the gap in readiness for the next level between low income (LI) students and non-low income (non-LI) students on the IAR assessment for both English Language Arts (ELA) and Math.



Educator Measures

This district has had an average of **2 principal(s)** at the same school over the past 6 years. District wide in the last three years, an average of **79% of teachers** return to the same school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



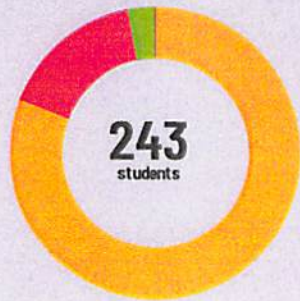
Maya Angelou Elem Sch

15748 Page Ave Harvey, IL 60426 (708)333-0740

Grades: K - 5
District: Harvey SD 152

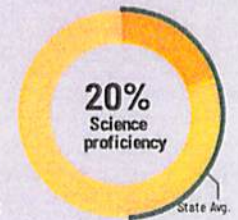
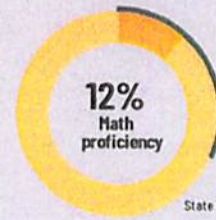
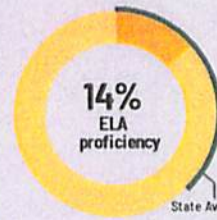
Principal: Ms.Iretha Brown
Superintendent: John Thomas

Fast Facts



Student Characteristics

White	0%
Black	81%
Hispanic	16%
Asian	0%
American Indian	0%
Two or More Races	3%
Pacific Islander	0%
Low Income	99%
English Learners	9%
With IEPs	7%
With Disabilities	-
Homeless	38%



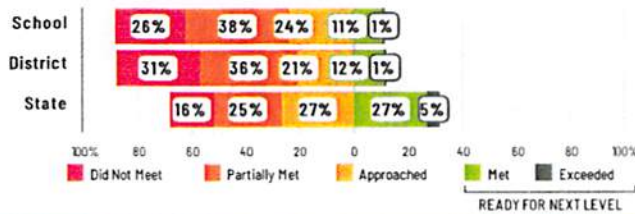
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



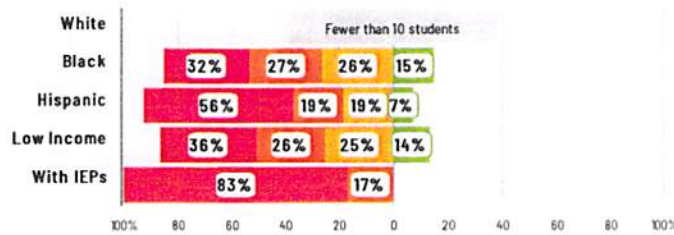
Mathematics



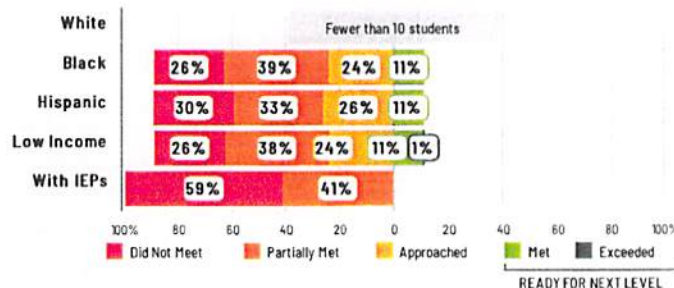
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

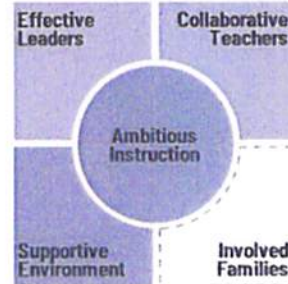
English Language Arts



Mathematics



School Environment



The 5Essentials Survey allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates

Students	94%
Teachers	67%

- Less Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Less Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Average Ambitious Instruction**
Are classes challenging and engaging?
- Average Supportive Environment**
Is the school safe, demanding, and supportive?
- Involved Families**
Does the entire staff build strong external relationships?

Student Attendance and Mobility

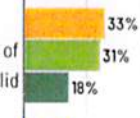
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



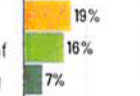
Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



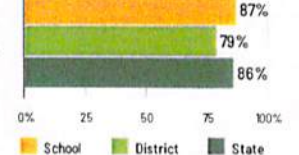
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





Maya Angelou Elem Sch

School Highlights

Academic Courses

Academic courses offered at Maya Angelou Elementary School include Reading, Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, Music, Art, Computer, and Media/Library for grade levels K-6th and for students who receive special education services through an Individualized Education Plan (IEP).

Physical Education, Health and Wellness

Maya Angelou Elementary School offers physical education for all grade levels (K-6th) twice a week. Physical education classes focus primarily on physical fitness and recreation. Health instruction is provided daily as a part of the general curriculum for topics involving life skills, mental, physical, and social/emotional wellness.

Other Programs and Activities

School Awards

Career Development Courses and Programs

Athletics

Boy's Basketball, Girl's Basketball, Girl's Cheerleading, Track & Field

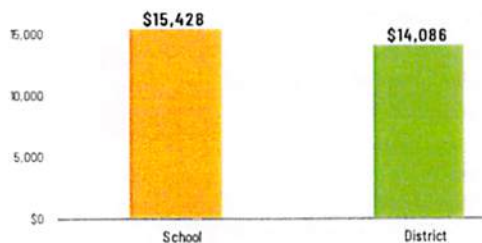
School Personnel Resources

Librarian/Media Specialist, Paraprofessional, Reading Specialist, School Nurse, School Psychologist, School Social Worker, Special Education Teacher, Speech/Language Paraprofessional

Facilities

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (federal vs. state/local). These data are self-reported and may differ from AFR data.



Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **87% of teachers** return to this school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



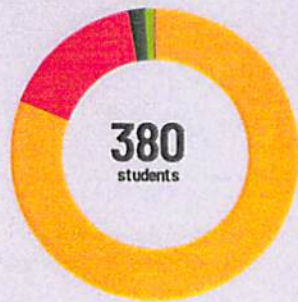
Bryant Elem School

14700 Main St Harvey, IL 60426 (708) 331-1390

Grades: K - 5
District: Harvey SD 152

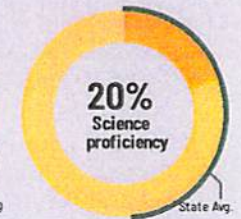
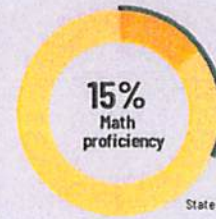
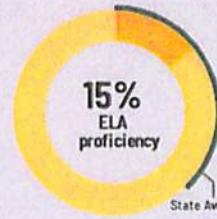
Principal: Mr. Durrell Anderson
Superintendent: John Thomas

Fast Facts



Student Characteristics

White	0%
Black	81%
Hispanic	16%
Asian	2%
American Indian	0%
Two or More Races	1%
Pacific Islander	0%
Low Income	100%
English Learners	10%
With IEPs	11%
With Disabilities	-
Homeless	37%



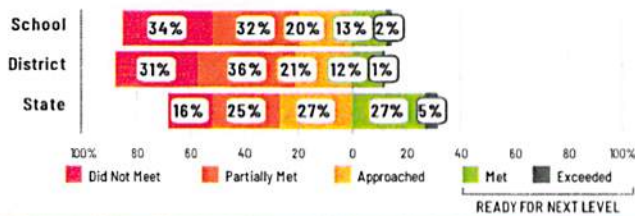
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



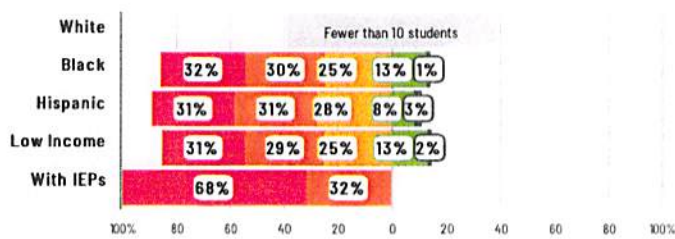
Mathematics



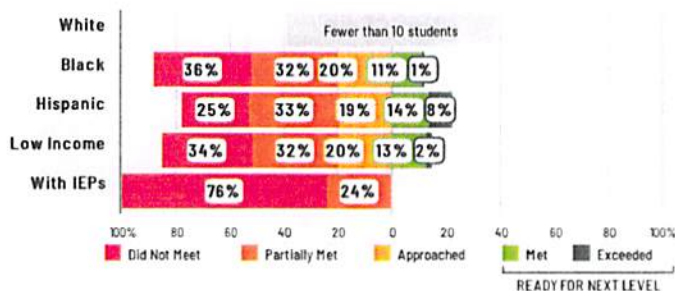
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



Mathematics



School Environment



The 5Essentials Survey allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates	
Students	75%
Teachers	100%

- Less** Effective Leaders
Do principals and teachers implement a shared vision for success?
- Average** Collaborative Teachers
Do teachers collaborate to promote professional growth?
- More** Ambitious Instruction
Are classes challenging and engaging?
- Average** Supportive Environment
Is the school safe, demanding, and supportive?
- Less** Involved Families
Does the entire staff build strong external relationships?

Student Attendance and Mobility

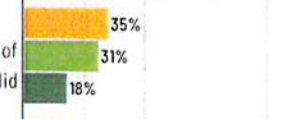
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



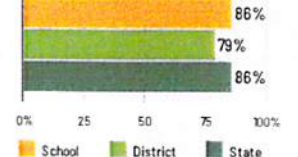
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





Bryant Elem School

School Highlights

Academic Courses

We are a Kindergarten through Sixth grade Elementary School. Our core curriculum consists of Math, English Language Arts, Social Studies and Science. All English Language Arts classes meet a minimum of 90 minutes each day and all Math classes meet a minimum of 60 minutes each day.

Physical Education, Health and Wellness

Students receive a minimum of one hour of PE each week. In addition to this, students participate in our movement education curriculum, held in the regular classroom setting, on the days they do not have PE.

Other Programs and Activities

After School Tutoring, Extended Year, Recycling Club, Saturday Enrichment, Spelling Club, Student Council/Government, Summer Enrichment

Career Development Courses and Programs

Athletics

Bryant school offers the following extra-curricular programs for our students throughout the course of the year: Boys Basketball, Girls Basketball, Cheerleading and Co-Ed Track and Field.

School Personnel Resources

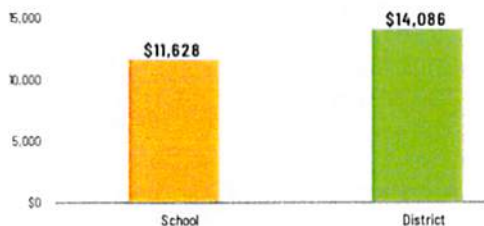
Librarian/Media Specialist, Paraprofessional, Reading Specialist, School Nurse, School Psychologist, School Social Worker Intern, Speech Language Pathologist-non teaching

School Awards

Facilities

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (federal vs. state/local). These data are self-reported and may differ from AFR data.



Educator Measures

This school has had **4 principal(s)** over the past 6 years. In the last three years, an average of **86% of teachers** return to this school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



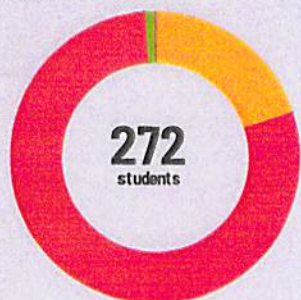
Holmes Elem School

16000 Carse Ave Harvey, IL 60426 (708)333-0440

Grades: K - 5
District: Harvey SD 152

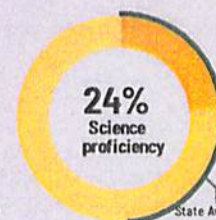
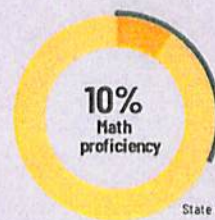
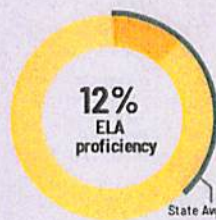
Principal: Ms.Doelynn Strong
Superintendent: John Thomas

Fast Facts



Student Characteristics

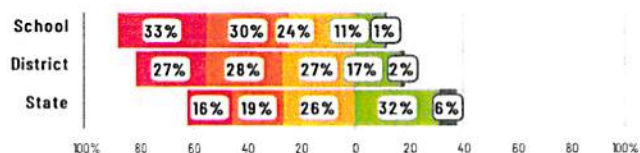
White	0%
Black	20%
Hispanic	79%
Asian	0%
American Indian	0%
Two or More Races	1%
Pacific Islander	0%
Low Income	99%
English Learners	57%
With IEPs	10%
With Disabilities	-
Homeless	17%



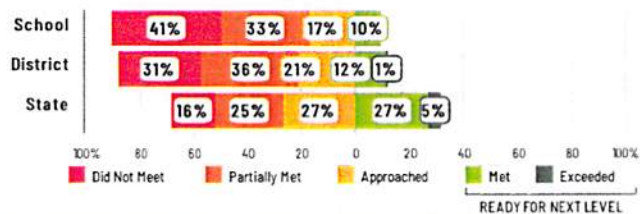
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



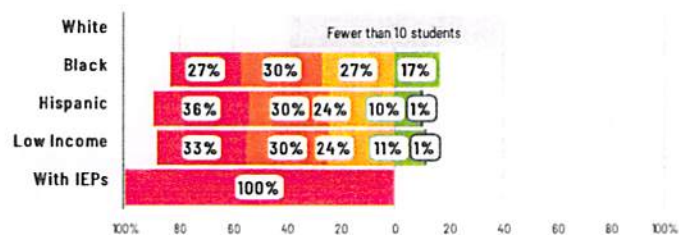
Mathematics



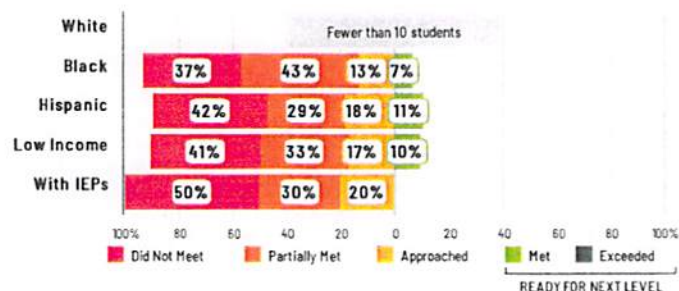
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



Mathematics



School Environment



The 5Essentials Survey allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates

Students	79%
Teachers	100%

- Average** Effective Leaders
Do principals and teachers implement a shared vision for success?
- Average** Collaborative Teachers
Do teachers collaborate to promote professional growth?
- More** Ambitious Instruction
Are classes challenging and engaging?
- Average** Supportive Environment
Is the school safe, demanding, and supportive?
- Less** Involved Families
Does the entire staff build strong external relationships?

Student Attendance and Mobility

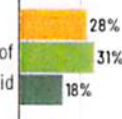
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



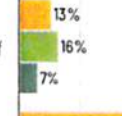
Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



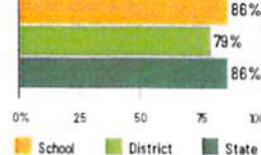
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





Holmes Elem School

School Highlights

Academic Courses

All core subject area content is taught. There is a 90 min. Reading Block daily & a 60-75 min. Math Block daily. Science & Social Studies are taught multiple times, weekly.

Physical Education, Health and Wellness

Soda pop is restricted in the building Potato chips and sugary treats are limited within the building Students have daily movement time, either through PE or outdoor rest time Students are encouraged to eat their fruits/vegetables included in their school lunch

Other Programs and Activities

Science Gardening Club, Math Bowl, After School Tutoring, Spelling Bee, Science Fair

School Awards

Career Development Courses and Programs

Athletics

Girls Basketball teams; Boys Basketball teams; Track & Field group; Intramural variety sports & games program; Girls Cheerleading

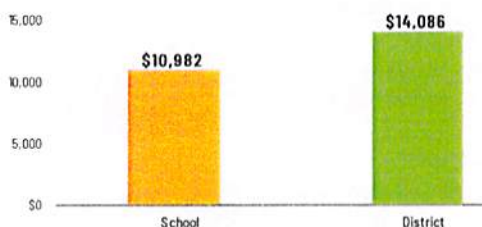
School Personnel Resources

Librarian/Media Specialist, Paraprofessional, Reading Specialist, Special Education Teacher, Speech/Language Paraprofessional

Facilities

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (federal vs. state/local). These data are self-reported and may differ from AFR data.



Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **86% of teachers** return to this school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



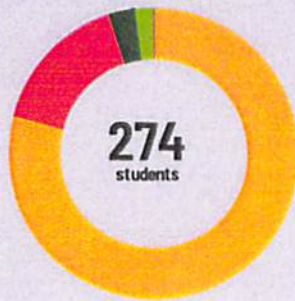
Whittier Elem School

71 E 152nd St Harvey, IL 60426 (708)331-1130

Grades: K - 5
District: Harvey SD 152

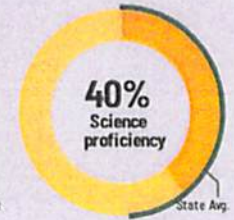
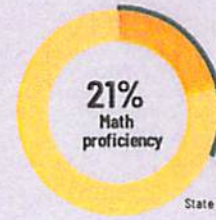
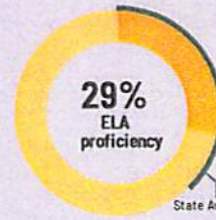
Principal: Roxie Thomas
Superintendent: John Thomas

Fast Facts



Student Characteristics

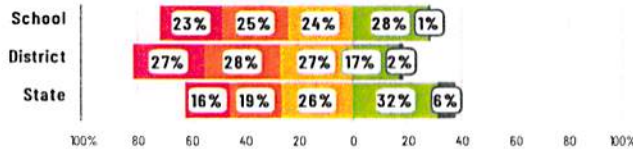
White	0%
Black	80%
Hispanic	16%
Asian	3%
American Indian	0%
Two or More Races	2%
Pacific Islander	0%
Low Income	100%
English Learners	11%
With IEPs	7%
With Disabilities	-
Homeless	37%



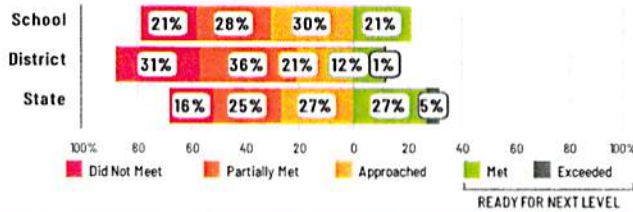
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



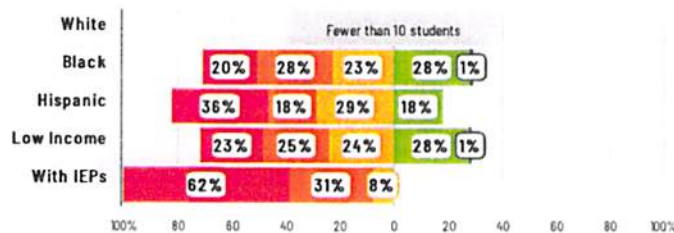
Mathematics



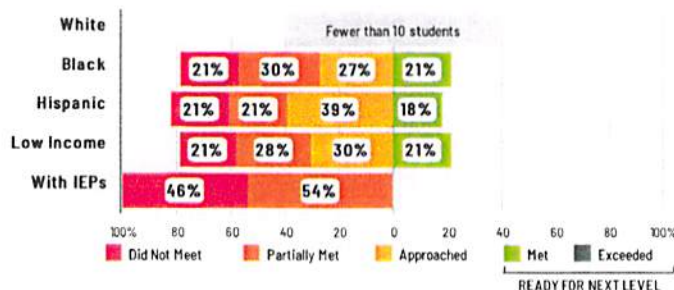
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



Mathematics



School Environment



The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates	
Students	95%
Teachers	86%

- Less** Effective Leaders
Do principals and teachers implement a shared vision for success?
- Average** Collaborative Teachers
Do teachers collaborate to promote professional growth?
- More** Ambitious Instruction
Are classes challenging and engaging?
- More** Supportive Environment
Is the school safe, demanding, and supportive?
- Average** Involved Families
Does the entire staff build strong external relationships?

Student Attendance and Mobility

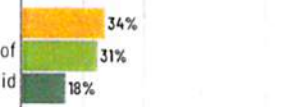
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



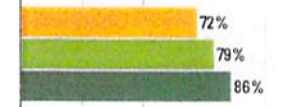
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





Whittier Elem School

School Highlights

Academic Courses

The Academic Courses offered at Whittier School are very rigorous and engaging as we implement the Illinois Common Core Standards and prepare for the PARCC Exam.

Career Development Courses and Programs

Physical Education, Health and Wellness

Athletics

Other Programs and Activities

School Personnel Resources

Librarian/Media Specialist, Paraprofessional, Reading Specialist, School Social Worker, Special Education Teacher, Speech/Language Paraprofessional

School Awards

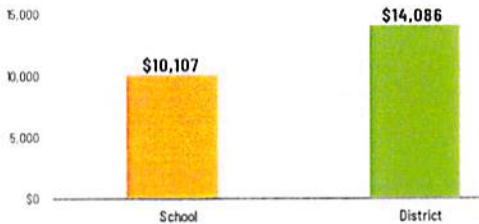
Facilities

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (federal vs. state/local). These data are self-reported and may differ from AFR data.

Educator Measures

This school has had **1 principal(s)** over the past 6 years. In the last three years, an average of **72% of teachers** return to this school each year.



FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



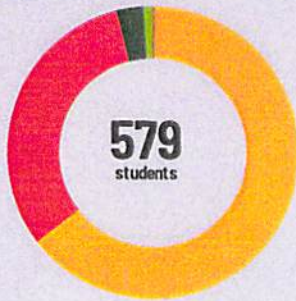
Brooks Middle School

14741 Wallace St Harvey, IL 60426 (708)333-6390

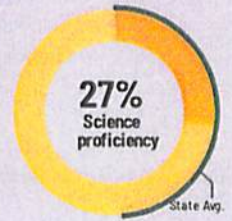
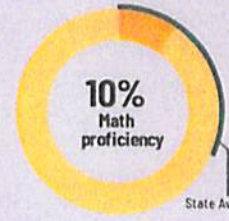
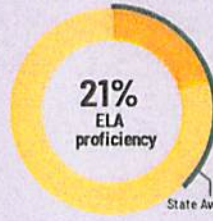
Grades: 6 - 8
District: Harvey SD 152

Principal: Dr. Stacey Hunt
Superintendent: John Thomas

Fast Facts



Student Characteristics	
White	0%
Black	64%
Hispanic	31%
Asian	3%
American Indian	0%
Two or More Races	1%
Pacific Islander	0%
Low Income	99%
English Learners	15%
With IEPs	12%
With Disabilities	-
Homeless	28%



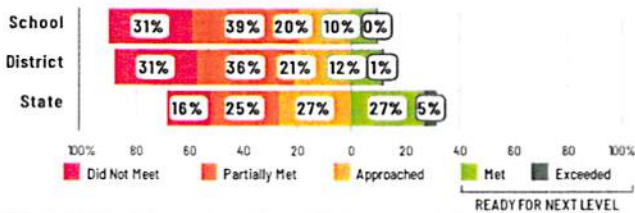
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts



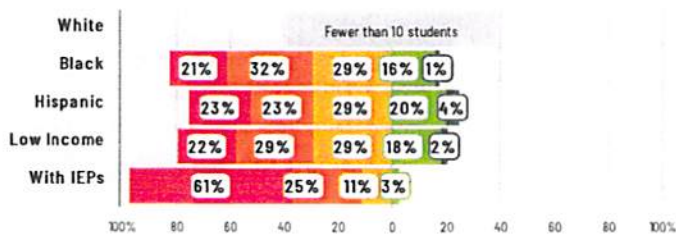
Mathematics



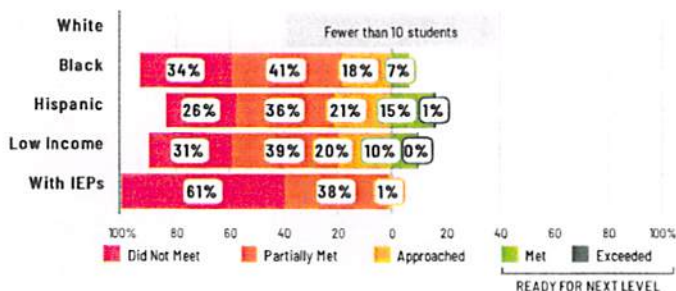
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



Mathematics



School Environment



The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates	
Students	100%
Teachers	79%

- Less** Effective Leaders
Do principals and teachers implement a shared vision for success?
- Less** Collaborative Teachers
Do teachers collaborate to promote professional growth?
- More** Ambitious Instruction
Are classes challenging and engaging?
- Less** Supportive Environment
Is the school safe, demanding, and supportive?
- Less** Involved Families
Does the entire staff build strong external relationships?

Student Attendance and Mobility

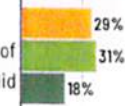
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



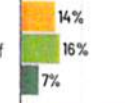
Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



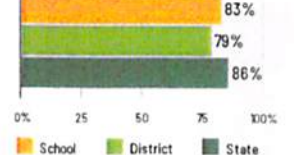
Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full time teachers who return to the same school year to year





Brooks Middle School

School Highlights

Academic Courses

8th Grade Algebra, Band, Bilingual Programs/Courses, Bilingual Support, Broadcasting, Ceramics, CMA, Communications Media Arts, Gifted and Talented Programs, Jazz Band, Painting, Peer Mentors, Spanish I, STEM, Summer School, Supplemental Educational Services (SES) Tutoring, Title I Programs

Physical Education, Health and Wellness

Health Education Courses, Social and Emotional Learning, Weight Lifting/Toning

Other Programs and Activities

8-9th Grade Transition Workshops, Art Club, Career Education Events, Chess Club, Conflict Resolution, Family Nights, Homework Club, Journalism Club, Learning Lab, Mentoring Program, Music Club, Parent Associations, Poetry Workshops, Poetry Workshops, Reading Clubs, Safe Passage, Science Club, Student Council/Government, Tutoring, Tutoring Program

School Awards

1989: 8th grade boys basketball, 2nd place; 2002: Boys Basketball, 2nd place; 2002: 7th grade Boys basketball, 2nd place; 2003: 8th grade boys basketball, State Champions; 2006: 8th grade boys basketball, State Champions; 2010: 8th grade boys basketball, 4th place; 2010: 8th grade boys track, 4th pl

Career Development Courses and Programs

Career Fair

Athletics

Boy's Basketball, Boy's Cross Country, Boy's Soccer, Boy's Track & Field, Girl's Basketball, Girl's Competitive Cheerleading, Girl's Competitive Dance, Girl's Cross Country, Girl's Soccer, Girl's Track & Field, Intramural Sports

School Personnel Resources

Bilingual Education Teacher, General Administrator or General Supervi, Librarian/Media Specialist, Paraprofessional, Reading Specialist, School Nurse, School Psychologist, School Social Worker, Special Education Teacher, Speech Language Pathologist-non teaching, Technology Specialist

Facilities

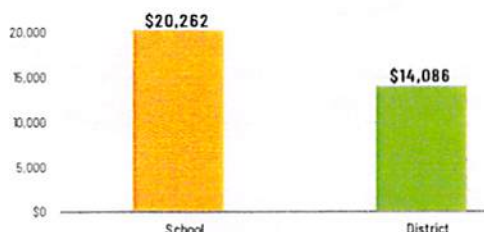
Band Room, Broadcasting Studio, Football Field, Gymnasium with a stage, Outdoor Track, STEM Lab, Weight Room, Working kitchen for culinary arts

Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **83% of teachers** return to this school each year.

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (federal vs. state/local). These data are self-reported and may differ from AFR data.



FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.







2019 ILLINOIS REPORT CARD

TELL YOUR STORY ABOUT INVESTMENTS & STUDENT OUTCOMES

Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary	<ul style="list-style-type: none">■ Performance in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Commendable	<ul style="list-style-type: none">■ Performance not in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Underperforming	<ul style="list-style-type: none">■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least four indicators <table border="0"><thead><tr><th data-bbox="532 1276 740 1304">STUDENT GROUPS</th><th data-bbox="932 1276 1260 1304">RACIAL AND ETHNIC GROUPS</th></tr></thead><tbody><tr><td data-bbox="548 1312 870 1535"><ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners</td><td data-bbox="948 1312 1390 1535"><ul style="list-style-type: none">– Hispanic or Latino– American Indian or Alaska Native– Asian– Black or African American– Native Hawaiian or Other Pacific Islander– White– Two or More Races</td></tr></tbody></table> <p> Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has access to School Support Managers as part of targeted IL-EMPOWER supports</p>	STUDENT GROUPS	RACIAL AND ETHNIC GROUPS	<ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners	<ul style="list-style-type: none">– Hispanic or Latino– American Indian or Alaska Native– Asian– Black or African American– Native Hawaiian or Other Pacific Islander– White– Two or More Races
STUDENT GROUPS	RACIAL AND ETHNIC GROUPS				
<ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners	<ul style="list-style-type: none">– Hispanic or Latino– American Indian or Alaska Native– Asian– Black or African American– Native Hawaiian or Other Pacific Islander– White– Two or More Races				
Lowest-Performing	<ul style="list-style-type: none">■ In the lowest-performing 5% of Title I eligible schools statewide■ High schools with graduation rate at or below 67% <p> Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has a School Support Manager as part of comprehensive IL-EMPOWER supports</p>				





2019 ILLINOIS REPORT CARD

TELL YOUR STORY ABOUT INVESTMENTS & STUDENT OUTCOMES

Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on multiple indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

Preschool through 8th Grade



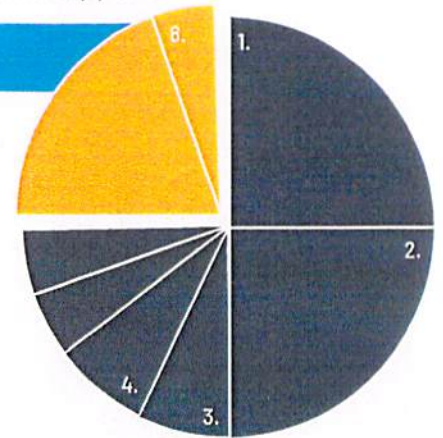
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality/Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2 (Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, and Participation in Enrichment and Acceleration)*
10. 3-8 (Fifth-Grade Math Grades, Middle School Grades and Discipline, Participate in Enrichment and Acceleration)*
11. Fine Arts*



High School



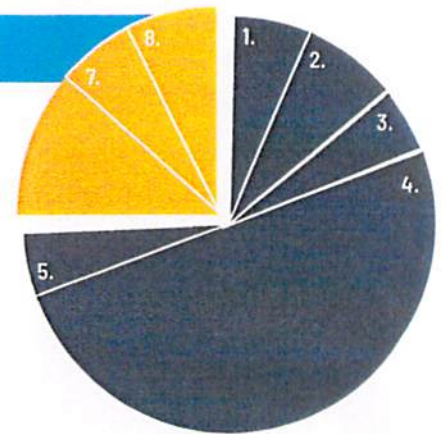
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation: 50%
5. English Learner Progress to Proficiency: 5%



School Quality/Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. Ninth-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*



*Not ready for implementation.
See definitions of all indicators on next page.



HARVEY SCHOOL DISTRICT 152

2019 SUMMATIVE DESIGNATIONS & INDEX SCORES

Lowest Performing	Bottom 5% - index score 35.33 or below
Underperforming	Not in top 10% or bottom 5%, but at least one underperforming subgroups - "All" group index score 35.33 - 80.12; 1 or more subgroup index score 35.33 or below
Commendable	Not in top 10% or bottom 5% and no underperforming subgroups - index score 36.99 - 80.93
Exemplary	Top 10% - index score 80.12 or higher

Indicators	Category Weights	BROOKS			BRYANT	ANGELOU	HOLMES		WHITTIER
		All	IEP	EL	All	All	All	EL	All
ELA Proficiency	7.5%	3.32	1.62	2.28	2.66	2.33	1.86	2.64	6.15
Math Proficiency	7.5%	1.73	0	1.03	2.83	2.16	1.77	3.07	5.1
ELA Growth	25%	12.04	11.03	14	11.06	11.8	15.66	17.31	15.26
Math Growth	25%	9.55	8.15	12.15	5.06	12.63	10.94	13.03	17.84
Science Proficiency	5%	2.31	0.8	-	1.9	1.64	1.94	3.86	4.48
EL Progress to Proficiency	5%	2.63	-	2.82	-	-	3.84	3.84	4.05
Chronic Absent	20%	10.81	6.05	10.56	9.55	9.12	9.78	10.57	8.62
Climate Survey	5%	5	5	5	2.55	5	3.09	3.94	0
		47.39	32.65	47.84	35.61	44.68	48.88	58.26	61.5
		2.68							

**Illinois Quality Framework Rubric
Harvey School District 152
Brooks Middle School (2019-2020)**

Standard I Continuous Improvement	
In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.	
Indicator	Rating
<p>Indicator A: Focused and Coherent Direction - The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.</p>	<p>Overall Rating: Ineffective There is no established District Leadership Team; therefore, all descriptors have been rated "Ineffective." The District is currently in the process of establishing a District Leadership Team to develop a Strategic Plan. This is expected to begin by January 2020.</p>
<p>Indicator B: Processes and Structures - The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.</p>	<p>Overall Rating: Accomplished Evidence includes an established School Improvement Team with a regular meeting schedule and meeting artifacts (sign-in sheets, agendas, minutes). The team embraces a collaborative process that identifies problems and solutions when engaging in problem-solving processes. There is also a completed school improvement plan with established goals, timelines and actions for improvement. In addition, there is an established meeting schedule for grade level teams, content areas and MTSS meetings.</p>
<p>Indicator C: Monitoring for Results - The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders.</p>	<p>Overall Rating: Ineffective There is no established District Leadership Team in place; therefore, all elements were rated ineffective.</p>

Standard II Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Indicator	Rating
<p>Indicator A: Shared Vision and Goals - The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.</p>	<p>Overall Rating: Accomplished There is an established vision statement for both the school and district; however, the district's statement does not reference a safe learning environment. District goals are not consistently communicated to school stakeholders.</p>
<p>Indicator B: High Expectations for All - The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.</p>	<p>Overall Rating: Accomplished Evidence includes established BPAC meeting for EL students, monthly roundtable meetings for Special Education students, bi-monthly school improvement meetings, a board approved MTSS plan, monthly district-wide curriculum meetings, an annual professional development plan. Meaningful celebrations of student improvement include individual teacher incentives, school wide end of the year celebration, quarterly honor roll breakfast, and school wide incentives for attendance, and performance on the local MAP assessment.</p>
<p>Indicator C: Safe and Engaging Learning Community - The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.</p>	<p>Overall Rating: Accomplished A safety coordinator and behavior interventionist specialist, in addition to programs and partnerships with local police and county sheriffs, were staffed at Brooks to ensure a safe learning environment for students and staff. Several activities are currently in place to support the physical, cultural, and socio economic needs of students. They include annual dental, vision, and hearing screeners, glasses for students in need, coat drive, free breakfast and lunch programs, parent universities and monthly safety meetings with community stakeholders. In addition, support for homeless students, efforts to support and engage and inclusive environment for staff including provision for common planning time, chromebooks provided to staff to support and increase collaboration and regular department and staff meetings.</p>

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Indicator	Rating
Indicator A: Administrative Leadership - The administration actively models and fosters a positive learning environment in which staff members feel valued and are challenged to grow professionally.	Overall Rating: Exemplary Staff members have expressed great appreciation for the leadership provided by the school administrative team. This is demonstrated via staff Communications, regular professional development opportunities, acknowledgement of staff during meetings, and a drafted staff appreciation letter.
Indicator B: District and School Level Teams - The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.	Overall Rating: Accomplished Regular meetings are scheduled with both district and school staff to review and analyze PARCC and MAP Performance results. Monthly walkthroughs are conducted in all schools to support the continuous improvement of student learning. Additional guidance is needed with implementing the MTSS process and integrating data from various systems to identify and develop common improvement goals.
Indicator C: Teacher Leadership - The teachers actively model and foster a positive school environment in which students are valued and are challenged to be engaged and grow.	Overall Rating: Accomplished A school-wide positive reinforcement plan is in place and supported by all staff. In addition teachers have incorporated individual reward systems in their classes, acknowledged, and rewarded for academic improvement in demonstrating positive behavior.
Indicator D: Student Leadership - The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	Overall Rating: Accomplished The school operates a student council program and provides opportunities for students to be peer leaders and principal for a day. There is a need to expand opportunities for students to participate in service learning projects.

Standard IV Governance, Management, and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.

Indicator	Rating
Indicator A: Students - The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	Overall Rating: Emerging The school district has ensured policies and procedures are in place however the schools are lacking resources for full implementation.
Indicator B: Personnel - The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.	Overall Rating: Accomplished There is evidence that supports board policies and administration procedures related to personnel are documented and implemented with our board policy handbook, contracts, the website, and everyday memos. All staff receive copies of board policies and procedures each year and it is accessible on the district’s website. The district is also working with outside agencies to recruit and hire teachers.
Indicator C: Equitable Resource Distribution - The school board and superintendent work collaboratively to identify and allocate/reallocate fiscal resources needed for effective implementation of a comprehensive system of continuous improvement.	Overall Rating: Emerging There is a lack of consistency across all content areas. For example, there is a curriculum for ELA math and social studies that is CCSS aligned. However we still do not have a curriculum for science.
Indicator D: Data Collection and Technology Tools - The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure.	Overall Rating: Accomplished Prior to this year, we’ve not had PARCC and MAP data monitoring protocols in place to help identify student performance needs. Several staff have taken the initiative to conduct their own analysis of student performance, which is communicated during grade level and school improvement meetings.

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Indicator	Rating
<p>Indicator A: Professional Development - All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, and behavioral programming needs.</p>	<p>Overall Rating: Accomplished Evidence supports that educators participate in appropriate, student needs based, and coordinated professional learning opportunities. The District offers several professional development opportunities for teachers and staff. Professional development meetings are also conducted with grade levels and departments teams. Professional Development Institute days are held four times a year. In addition, professional development is offered before school and after school. Teachers and staff are also offered professional development outside of the school and school district. Participants in professional development activities outside of the school and school district deliver the acquired information to their teams, grade level and departmental peers. The building Principals and other support staff have evidence in the emails, meeting notes, and agendas. Reading, math, and instructional technology coaches also provide professional development before school, after school, and during teacher's planning periods.</p>
<p>Indicator B: Professional Collaboration - All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.</p>	<p>Overall Rating: Exemplary The teachers and staff utilize teacher collaboration, inquiry, and reflective practices. Teachers use their common planning time and departmental meetings before and after school to meet, plan, and collaborate with one another. Teachers are always asking for more time to collaborate, discuss students, and model instructional strategies that have worked in their classrooms. The evidence is in the meeting notes, agendas, and best practices seen in the classroom.</p>
<p>Indicator C: Support Personnel Professional Development - All support personnel engage in continuous learning opportunities for professional growth designed to</p>	<p>Overall Rating: Exemplary We are exemplary in our opportunities to provide professional development to teachers and staff evident by Institute days, teacher developed workshops, and round table discussions for special services. These</p>

improve professional performance.	opportunities are offered to all staff. Professional development opportunities are documented by meeting notes, agendas, sign-in sheets, and best practices used in the classroom that are noted from instructional and classroom management walkthroughs by building and district administrators, as well as teacher evaluations and classroom observations.
Indicator D: Evaluation, Feedback, and Support - All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.	Overall Rating: Exemplary We are exemplary in this area. This is evidenced by our professional evaluation instrument which utilizes the Charlotte Danielson rubric and adheres to all guidelines that are governed by the state and the collective bargaining process. In addition, contract negotiations with both teachers and additional support staff show a comprehensive plan for teacher and staff evaluation where timelines are followed and student learning objectives are utilized to determine teacher and staff member performance.

<p>Standard VI Family and Community Engagement In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, (linguistic, if applicable) and academic growth.</p>	
Indicator	Rating
Indicator A: School-to-home Connections - District/school personnel and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning.	Overall Rating: Accomplished We are accomplished in this area with regards to school and home connections. This is evidenced through the utilization of class dojo, parent reminder mobile application, PowerSchool access, emails, flyers, letters home, robo calls, round table discussions, bilingual translators, parent meetings, and an additional support person in as a parent coordinator.
Indicator B: Student Personal Development - The district and school leverage existing resources to provide a coordinated system of support for the whole child.	Overall Rating: Exemplary All students participate in intervention periods that are offered two times a week. We also utilize the Second Step program as an electronic interactive social emotional support for all students during the advisory period. We also offer before and after school tutoring for non-English speaking students, students with special services, homework assistance, and reading and math

	<p>enrichment. Our school social worker provides social emotional group services for students who voluntarily ask or who are identified by a classroom teacher or staff member. In addition, our behavior interventionist assist teachers and students in building effective relationships and mediation skills.</p>
<p>Indicator C: Student Advocates - Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of a coordinated system to address the needs of the whole child.</p>	<p>Overall Rating: Exemplary This is evidenced through the utilization of phone call logs that are kept between parents, teachers, and additional support staff. Teachers also utilize PowerSchool, Class Dojo, Google classroom, and the parent remind mobile application. We also have a parent coordinator who implements workshops for parents and helps them within our community. Additionally, our district Community Liaison works with the community outside resources to better serve our students and parents. We work with CEDA, Harvey House, Harvey Community Center, Harvey Colts, Aunt Martha's, Ingalls Hospital, South Suburban College, the Harvey Police Department, Cook County Sheriff's Department, the Jason Griffin Foundation, the Griffin Institute of Performing Arts, Polished Pebbles, and Blessings in a Backpack.</p>

<p>Standard VII Student and Learning Development</p>	
<p>In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.</p>	
<p>Indicator</p>	<p>Rating</p>
<p>Indicator A: Instructional Planning and Preparation - Instructional staff and district/school leadership ensure that instructional planning is based on the district's curriculum as aligned with established learning standards and as supported by appropriate resources, funding sources, program and professional development.</p>	<p>Overall Rating: Accomplished Common planning time is allocated for grade level teachers and a calendar of meetings by grade level and department, for all instructional staff, has been developed. Teachers utilize Chromebooks and BEN-Q Boards as resources to search for interactive lessons and best practices. Nearly all of the classrooms have been observed utilizing higher level questioning, thinking, and reasoning skills. Students are kept engaged with appropriate resources to raise test scores and develop skills such as Study Island and Kahn Academy. The</p>

	<p>social studies curriculum is new this year. The English language arts and math curriculum have all been updated and fully implemented. There is also a reading coach, math coach, and technology coach in addition to a building level literacy teacher and a building level math teacher that assist teachers with strategies and implementation of curriculum. All instructional materials are also available with feedback forms for teacher input and suggestions.</p>
<p>Indicator B: Classroom Environment - Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, native/home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.</p>	<p>Overall Rating: Exemplary This is evident by teachers collaborative efforts, planning, and reviewing of relevant aspects of the instructional environment. Further evidence is through meeting agendas, co- planning lessons, and the observation of students being engaged in the classroom lessons. Professional development has been provided in the use of best practices and is observed through classroom observations, and email dialogue regarding instructional practices.</p>
<p>Indicator C: Delivery of Instruction - Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.</p>	<p>Overall Rating: Exemplary Climate surveys indicate that the staff feels fully supported by leadership through offerings of professional development, the implementation of new instructional programs, the utilization of student achievement data that is used to adjust instructional strategies and formative assessments that meet the needs of the whole child. Documentation of meetings as evidenced by agendas, and sign in sheets, shows collaboration between teams and grade levels. Meetings are also held to review data, analyze strengths and areas for improvement, and report the findings. Continuous monitoring of instruction and student engagement is documented by teacher evaluations, classroom observation, and classroom instructional coaching.</p>
<p>Indicator D: Professional Responsibilities- Instructional staff and district/school leadership collaboratively monitor the teacher</p>	<p>Overall Rating: Accomplished We are over all accomplished in this area. Our evaluation system of teachers and support staff is evidence that we consistently implement ways to</p>

<p>evaluation system to ensure consistent implementation that supports the work of the district/school to improve teaching and learning.</p>	<p>improve teaching and learning.</p>
--	---------------------------------------

Virtual Learning Programs - Presentation Questions

	<u>K-12 Elevate</u>	<u>Proximity</u>	<u>Emerge Online</u>
1. How long have you been providing virtual core instructional services?			
2. Are your teachers certified in the State of Illinois			
3. Does the district have input on the teacher selection process			
4. What curriculum/ instructional program is used?			
5. How are the teachers evaluated?			
6. Is the district allowed to provide input on Teacher Evaluation?			

7. Is the district allowed to terminate services if a teacher is hired to fill the vacancy?			
8. Have you provided core instructional service to any schools in our neighboring district?			
9. Are your teachers able to participate in our team meetings and PD's?			
10. Do you have data that reflects the success of your program?			
11. What type of PD do your teachers receive while teaching in your program?			
12. How do you meet the needs of Special Education students with IEP's and English Language Learners?			