



Consortium for Interdistrict Collaboration 2025-2026 School Year



Lake Bluff District 65 Visit Final Report Presentation



Board of Education
May 19, 2026





Objectives for Presentation



Review and Understand:

- CIC Process
- Review of CIC Visit to Lake Bluff 65
- Highlight Commendations and Recommendations
- Potential Next Steps





CIC Purpose



In short, the CIC is a group of engaged school districts forming its own professional learning community which shares a practice of in-depth collective inquiry as the path to effective long term improvement in teaching and learning.





CIC Process Overview



Visit

- Visit team - trained CIC members from other districts
- Host team can identify focus for visit team, possibly a discipline or an approach (e.g. “writing grades K-5”)
- Host team identifies “Essential Questions” that visit team answers
- Host team collects data for visit (standardized data, student work, and more)





CIC Process Overview



Visit

- 2.5 day visit (see more below)
- Visit team looks at identified topic via eight indicators
- Two days focus on data review, focus groups and interviews with stakeholders, classroom visits (coordinated by Host committee)
- Last day includes Visit Team debriefing on its observations and findings (witnessed by Host Team)
 - Method is dialogic and interactive
- Facilitator develops report for Host District based on visit





Eight Indicators



- 1. Performance Based Assessments
- 2. Student Metacognition in Learning Process
- 3. Metrics of Student Performance

Student
Performance

- 4. Curriculum & Instruction
- 5. Professional Learning, Supervision & Evaluation
- 6. Equitable Support for Student Needs
- 7. Shared Vision & Environment for Change

Internal
Supports

External
Supports



8. Parent &
Community
Support





Three Lenses



Approach - what is the District's intention? What is it trying to do?
How is this manifested in documents, including but not limited to:
District level documents, syllabi, lesson plans, communications



Implementation - what is actually occurring?

Student work samples are the most relevant piece here. Also relevant are interview and focus group feedback.



Results - changes in performance as a result of approach and implementation (Test scores, student work)





What CIC is and What CIC is not?



- Not a deficit model
 - We ask “What is your current work?”
 - We ask “What is your next level of work?”
 - We don’t ask “What is missing?”
- Not an audit
 - Not a checklist
 - Not a template to fill in
- Holistic and Comprehensive
 - Rooted in practice, dialogue and consensus
- Inquiry Driven by Host District
 - Not rooted in standardization
 - Not comparative





Timeline and Essential Questions



- Dr. Osburn conducted one-day trainings for all CIC members who will be on a Visit Team and/or members of Host Teams
 - In Fall of 2025 almost 70 people trained



- Dr. Osburn then collaborated with staff from Host Districts to support the Host Districts formulating an “Essential Question” that framed the Visit Team’s work





Lake Bluff D65 Essential Question



To what extent do learning experiences in Lake Bluff D65 support every student in developing ownership of their learning and growth?





Lake Bluff D65 Essential Question



Vision and Guidance Team Collaborated on May 13

- Reviewed Executive Summary
- Drafted Priority Areas





Select Commendations & Recommendations



- Consider how a clearly articulated instructional framework can support teachers and student growth, providing all students access to challenging learning at high levels. (R)
- Consider developing a more transparent way for students themselves to track and understand their own growth over time. (R)
- There was consistent and strong evidence throughout both schools of a sense of belonging, self esteem, calm, and high expectations for students. (C)





Select Commendations & Recommendations



- Consider expanding collaboration practices for the analysis of student data with all staff. (R)
- Consider developing a district-wide definition of student ownership (in collaboration with staff, students and families) and choice that defines what ownership of learning (including behavior) looks like at each grade level. (R)
- There was evidence that students are benefitting from equitable access to academic and non-academic programs and learning opportunities, supported by a strong sense of belonging through initiatives like Fox Den and Buddies, clear expectations through Foundations, Bluffers, and PAWS, and a consistent common language such as CHAMPS. (C)





Select Commendations & Recommendations



- Consider how the priority of developing student ownership (at school and home) can be a regular part of communications home - from the schools and from the District. (R)
- There was clear evidence of teachers and specialists at the elementary level working together to analyze results and determine necessary interventions and instructional growth strategies for all students. (C)
- There was extensive evidence of building-wide structures for communicating expectations. The strategic plan and accompanying artefacts, PAWS posters, schedules, class charters, and more were at hand for students and staff and visitors. (C)





Select Commendations & Recommendations



- There was evidence that there is a consistency of lessons across all classrooms in a particular grade level (e.g. students annotating in first grade, all students debating in fifth grade, etc). (C)





Next Steps



- Vision and Guidance Council met on May 13
 - Reviewed Executive Summary
 - Identified priority work
 - Drafted ideas for order of future action

- Admin will determine how to collaborate with staff and community to build out priority actions aligned to mission, vision, portrait and strategic plan





Thanks to Dr. Leali and Ms. Tivador and
the whole Lake Bluff D65 Team.



D65 has been a leader this year for the other CIC districts.





Questions





Additional Material



The following slides outline the content of each of the eight indicators that help frame the visit team's examination of evidence.





Indicator #1: Performance-Based Assessment



Educators utilize performance-based assessments that capture the extent to which students are able to transfer, apply and construct knowledge. These assessments enable students to demonstrate their ability to integrate knowledge, skills, dispositions, and higher-level thinking within and across disciplines. Performance-based assessments typically are student driven, long-term, research based, and interdisciplinary. Student work is assessed against a set of common criteria, and results are used to gauge student understanding of complex concepts and, over time, to inform curriculum and instruction.





Indicator #2: Student Metacognition

Educators design and provide a learning environment that asks students to reflect not just on *what* they have learned, but also on *how* they have learned. The district encourages and enables students to engage in metacognition continuously and systemically. Students build the capacity over time to assess, reflect upon and make choices that advance their own learning.





Indicator #3: Metrics of Student Performance

A variety of assessment practices, including norm-referenced and criterion-referenced assessments, provide data and evidence of student knowledge and higher-level thinking. The districts' system engages teachers and administrators in collecting and analyzing multiple forms of student performance data and disseminating the information to appropriate constituencies. Teachers and administrators use this information collaboratively to make informed decisions to advance student learning.





Indicator #4: Curriculum and Instruction



Teachers and administrators collaborate to develop an articulated and aligned curriculum designed to ensure optimal student results. When making curricular and instructional decisions, teachers and administrators consider current research and evidence of student performance from multiple sources. In their planning, teachers purposefully select and differentiate strategies and resources that advance the learning of all students.





Indicator #5: Professional Learning, Supervision, and Evaluation



The district's professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative and reflective. In providing the time and resources for this learning to take place, the district is attentive to teacher voice. Professional learning is evaluated using a supervision and evaluation process that focuses on efficacy of instruction and attendant advancement of student learning.





Indicator #6: Equitable Support for Student Needs

Processes and practices are in place that identify and address students' academic and non-academic needs. These processes are informed by data and evidence gathered from a variety of sources and are aligned with learning goals for students at all performance levels. Policies and practices that govern student access to all curriculum and programs are non-discriminatory and set expectations that permit students to be challenged at the highest levels. All students have equitable access to all programs.





Indicator #7: Shared Vision and Environment for Change

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, consistently pursued throughout the district and school community, and include student voice. This vision expects, supports, and recognizes risk taking, creativity, and innovation as components of change toward continuous improvement. There is a process to review student and teacher work and learn from experimentation.





Indicator #8: Parent and Community Support



The district actively involves parents and community constituent groups in ongoing two-way communication to advance student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district, is aligned with efforts to advance student learning, and is supported by the community.

