



LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

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<http://www.d103.org>

BOARD OF EDUCATION AGENDA

FEBRUARY 3, 2015

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 3, 2015 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 1 Hour 5 Minutes

B. Pledge of Allegiance

C. Community Participation

D. Discussion Items

Time: 15 Minutes

1. ECRA Presentation

E. Department Updates

Time: 20 Minutes

1. ELM Report

2

2. 2014-2015 School Year Goals Update

10

F. Old Business/New Business

G. Community Participation

H. Executive Session

Time: 30 Minutes

I. Adjournment



Lincolnshire – Prairie View School District 103

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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: January 16, 2015
Re: Enrichment Learning Model Review

Attached is the Enrichment Learning Model review report for your review.

Staffing information has not been included in this report as I am still working with Dan Stanley on the overall staffing plan for next year. This information will be provided to the Board of Education at the February 3, 2015 meeting.

Following the Board of Education meeting on January 20, 2015 the Enrichment Learning Model teachers will begin meeting to discuss an implementation plan.



Enrichment Model Review Executive Summary

The Enrichment Learning Model (ELM) Review Committee began meeting in January 2014 for the purpose of reviewing the enrichment model being implemented in District 103. The purpose of this review was to ensure the model currently being implemented was still appropriate for the Lincolnshire-Prairie View students and aligned to best practice. The committee met twice in the spring of 2014. During these full day meetings, district data and current research was presented and a vision for the enrichment model was determined. During the fall of 2014 the current ELM teachers met with the Assistant Superintendent of Curriculum and Instruction, the Curriculum Coordinator, and Laura Beltchenko, a gifted programming consultant, to frame the committee discussion and research from the spring of 2014 into an enrichment model that could be facilitated in District 103. Draft documents created in these meetings were then shared with the larger ELM Review Committee during after school meetings.

A summary of the decisions made by the ELM Review Committee:

- Classroom and enrichment teachers will facilitate a three-tiered enrichment model. Tier I provides enrichment experiences for all students, while Tier II and III services are provided based upon a review of academic data. There are opportunities within Tier II for students to self select into extension learning opportunities provided by the teacher. Services are flexible, meaning that students are not “in” a program, but extension opportunities are provided to students as needed.
- After reviewing the student assessments facilitated in District 103 it became clear to the committee that there was an abundance of achievement data available, but there was no assessment given that captured a student’s academic potential. Beginning in the 2015-2016 school year, the Cognitive Abilities Test (CogAT) assessment will be administered in first and fifth grade. The CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative and nonverbal. This assessment measures potential rather than academic achievement.
- When determining class placement, student assessment data will be used to cluster group 3-4 high achieving students or those who demonstrate the potential for high achievement based on CogAT assessments in the same classroom. The purpose of clustering is to ensure high achieving students have like ability peers in the same class. Cluster grouping is an educational process in which a small number of high achieving students are assigned to an otherwise heterogeneous classroom.
- Formative and summative assessment data will be reviewed at grade level team

meetings to determine enrichment services for students.

- Parents will be made aware when their child is working with the enrichment teacher on an extension activity.
- District professional development goals will focus on differentiation and personalized learning strategies.
- Over the past year, the enrichment teachers have spent a considerable amount of time discussing how to facilitate the enrichment model while drafting the attached document. These discussions have allowed teachers to develop a common understanding of the enrichment model vision and clarify of how to implement the District 103 enrichment model with consistency.

The following documents provide additional definition and descriptions of the program model.

Lincolnshire – Prairie View School District 103 Enrichment Model

The District 103 enrichment model provides unique learning experiences for all students and flexible learning opportunities to meet the academic needs of our high ability students. The three-tiered model is designed to deepen and extend the grade level curriculum objectives based on student needs. Differentiation is an integral component of this model. Differentiated instruction is a framework for effective teaching that provides students with varied opportunities to acquire content, process, and product while making sense of concepts and ideas.

In the classroom, teachers facilitate differentiated learning experiences in order for all students to meet their individual challenge level. Unique enrichment experiences enhance the classroom curriculum by offering all students the opportunity to apply learning in new ways. Examples of all student enrichment experiences are the animal in residency, Lego robots and outdoor education programs. Extension experiences offer additional depth and complexity for those students who demonstrate the need to be challenged beyond the grade level learning targets. Examples of extension experiences include small group instruction by enrichment learning coordinators, challenge problems, and lunch group discussions. Both enrichment and extension experiences are aligned to grade level content and the student's developmental level.

Enrichment Learning Model (ELM) coordinators assist in the planning of enrichment experiences for all children, work with classroom teachers to review student academic achievement data of high ability students, serve as resources to teachers by providing differentiation strategies and meet with small groups of students to facilitate extension experiences.

After a review of our student achievement data, as well investigation of current research on meeting the needs of high achieving students, the following considerations were used as guidelines for developing the enrichment model:

- Some students demonstrate superior innate aptitudes in intellectual, creative, social, physical and perceptual mental domains. Other students demonstrate outstanding learned capabilities and skills developed over time through training, learning and practice.
 - These students have the ability to amass large amounts of factual information.
 - This means that some students need greater degrees of depth in curriculum, which will require that they use more of their intellect.
 - Content for these students should focus on advanced concepts and complex ideas because high ability learners use strategies and thinking skills with greater degrees of sophistication.
- The best model is a continuum of services that address varying needs and provide significant differentiation of content, process, and product while making sense of content and ideas. The spectrum of services is best defined as specific options for students to expand and enhance their abilities and talents.

Description of Tiers

Tier I provides differentiated learning, and curricular enrichment experiences for all students. This tier includes experiences that enhance the grade level curriculum through critical/creative thinking and problem-solving opportunities within a variety of inquiries, investigations, and presentations.

Tier II provides extension experiences for those students whose academic needs exceed Tier I. Teachers may determine which students participate in extension experiences or, for some teacher-provided activities; students may self-select to participate. Teachers use formal and informal classroom assessments, as well as observations, to determine appropriate opportunities for student participation in Tier II learning activities.

Tier III serves students whose needs exceed Tier I and Tier II. Typically 3-5% of the student population participates in Tier III activities. These students exhibit high levels of ability, creativity, and task commitment in school activities based on multiple assessment data points. Extensions are designed to accommodate student needs. Curriculum modifications are designed to advance the academic development of students demonstrating a particular talent, ability or potential in specific subject areas.

Assessment Model

Tier I & II

Academic achievement and ability assessments are periodically administered to all students to identify their present level of performance and cognitive ability. Grade level benchmark assessments, teacher observations, and other formative assessments are used throughout the year to monitor student's academic mastery and problem solving ability. Teacher teams analyze assessment results and enrichment or extension activities are planned accordingly. Differentiation may occur in whole class or small group instruction. Assessment data is used to continually monitor and maintain the ongoing cycle of learning success.

Tier III

Assessment data is used to identify highly capable students who demonstrate high levels of academic ability, critical thinking skills, and task commitment based on multiple data points. Assessments used when determining tier III services include nationally normed assessments such as CogAT and MAP, performance on classroom assessments and teacher observations. Locally normed percentiles are used when determining the level of services. This tier is for students who present as outliers in District 103.

Assessments Chart

Assessment	Grade	Description	How is the data used?
Measures of Academic Progress (MAP)	Grades: 2-8	Computerized adaptive tests that measure general knowledge in reading and mathematics	<ul style="list-style-type: none"> · Instructional grouping · Selection of appropriate materials · Monitor student growth · Differentiate instruction
Common Formative Assessment Literacy, Math	ELA & Math K-8	Interim assessments given in all subject areas collaboratively designed by grade-level or course teams of teachers	<ul style="list-style-type: none"> · Instructional grouping · Selection of appropriate materials · Monitor student growth · Differentiate instruction
Math & ELA Benchmark Assessment	Grades 1-8	Paper and pencil assessments aligned to Common Core State Standards given at the end of a unit, quarter or year	<ul style="list-style-type: none"> · Determine student's placement in math pathways or instructional groupings
Teacher Observations (Checklists, Interest Inventories)	Grades K-8	Observations made by a teacher, either formal or informal	<ul style="list-style-type: none"> · A qualitative measure that provides additional information when making instructional plans
Cognitive Abilities Test (CogAT)	Grades 1 & 5	Assessment of students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	<ul style="list-style-type: none"> · Adapt instruction to needs & abilities of students · Alternative measure of cognitive development for program placement · Identify discrepancies between observed & actual levels of achievement

Communication

Differentiation Model Continuum

A parent brochure describing the differentiation services continuum is available on the Curriculum and Instruction website and each differentiation teacher's website. Paper copies of the handout are also available in each school office.

ELM Teacher's Letters/ Websites

Differentiation teachers send letters home when they are working with small groups of students outside of the classroom setting for an extended period of time. The letters will describe the objectives students will explore and any activity or project the students will complete while in the small group.

Differentiation teacher's website will be updated to provide information about school or grade level enrichment and differentiation activities.

Classroom Newsletters/Websites

Classroom newsletters are provided and/or websites are updated frequently. The newsletters and/or websites provide an overview of classroom activities, that would include information about Tier I enrichment activities.

Parent Conferences

Information about student's instructional programming is provided at parent-teacher conferences. They may be conducted on a face-to-face basis, through e-mail, or over the phone. Student work samples from Tier II and Tier III learning activities may be shared with parents. Parents are welcome to schedule a conference with their student's teacher and/or the principal throughout the school year.

Report Cards

Report cards are sent home quarterly at Daniel Wright or by trimester at each elementary school. Information about student achievement and thinking skills (higher order thinking, ability to reason and justify) may be included in the comments section of the report card.

Professional Development

The professional development goals for the 2014-2015 school year included increasing staff's knowledge of differentiation strategies. The first workshop focused on understanding Webb's Depth of Knowledge theory and how it can be used when planning differentiated learning activities. This goal will also be the focus of the institute day on February 17, 2015.

In addition to the continued focus on differentiation strategies, the professional development goals in 2015-2016 will also include how to use technology and data to differentiate and/or personalize instruction. Just as every student grows and develops at different rates, they learn in different ways and at different speeds. Technology makes it possible to pace lessons appropriately for each student's learning level and can be used to promote learning in the multiple intelligences. One of the major benefits of having technology devices available to teachers and students in the classroom is the ability to differentiate instruction to meet the needs of every student. Teachers who have an enrichment cluster group in their classroom will receive additional training on meeting the needs of high ability learners.



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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: January 16, 2015
Re: 2014-2015 Goals Update

Attached is an update on the progress the staff and administration have made towards accomplishing the 2014-2015 district goals.



STRATEGIC PLANNING

GOAL: Conduct a strategic planning process to create district goals for the next 5 years

ACCOMPLISHMENTS:

- Review current status of the district
 - Finances – The Finance department is working with PMA Financial Network to create 5 – year projections for the district
 - Student achievement data – The District is working with ECRA to analyze student achievement and growth for all grade levels. Growth models can be created to analyze specific programs. A program analysis has been completed regarding the 1:1 Teaching and Learning Initiative for the 2013-2014 school year
 - Facilities – Wight and Co. has completed an initial survey of the space and facility needs for the District. A comprehensive needs assessment was completed in 2013 that outlines the ongoing facility and maintenance needs for all facilities
- Include all stakeholders – staff, parents, community members
 - Surveys – A survey was conducted for all staff, parents and community members in the Fall of 2014. The survey data was utilized at the Community engagement meetings on November 16-17, 2014 as input into the creation of strategic planning priority areas
 - Community engagement meetings – Staff, parent, and community members met on November 16-17, 2014 to provide input in the creation of the strategic planning priority areas
- Prioritize initiatives – The Board of Education has conducted two Board meetings on December 17, 2014 and January 6, 2015 to review the data from the surveys as well as the input from the Community engagement meetings to prioritize the initiatives. The initiatives will be aligned with the identified focus areas:
 - Fiscal Sustainability
 - Curriculum and Instruction
 - Culture and Climate
 - Facilities
 - Schedules - Student
 - Transportation
- Create goals and action plans – The Board is in the process of creating a draft of the goals utilizing the input from the community

NEXT STEPS:

- Create various models of five year finance projections depending on the programs that will be implemented
- Complete a review of the assessment data in ECRA at the end of the 2014-2015 school year
- Administration will draft action plans that will fulfill the newly created strategic plan goals
- The goals and action plans will be available for public comment at the end of January and the beginning of February, 2015
- The Board is scheduled to vote on the finalized strategic plan at the February 17, 2015 Board meeting



FACILITY MASTER PLANNING

GOAL: Conduct a facility master planning process to plan facilities projects for the next 5 years

ACCOMPLISHMENTS:

- Phase 1: Start-Up (Completed)
 - Structure the assessment and planning process
 - Gather existing facility data
 - Visioning/kick-off workshop
- Phase 2: Assessment (In progress)
 - Determine site/facility needs
 - Educational Alignment Study
 - Capacity/Utilization Study

NEXT STEPS:

- To use the data collected from the building assessment, facilities assessment, and the planning process, to develop a 5 year long range plan. Target completion and implementation by August of 2015.



NEXT GENERATION SCIENCE STANDARDS

GOALS:

- Implement at least one NGSS aligned unit per grade level in grades 6-8
- Develop remaining NGSS UBD units for complete integration in the 2015-2016 school year in grades 6-8
- Unpack NGSS Standards in grades K-5

ACCOMPLISHMENTS:

- Professional Development
 - K-5 teachers received training on the October Teacher Institute Day familiarizing them with the Next Generation Science Standards
 - The 6-8 grade science teachers met with Anne Reichel on November 18, 2014, to review the essential elements of NGSS lesson planning
- Implementation
 - Sixth grade teachers have completed the Force and Energy Unit and Chemistry Unit
 - Sixth grade teachers are implementing the Force and Energy Unit
 - Seventh grade teachers have developed Earth Within the Universe, Cycles of Matter and Life's Characteristics (Cells) Units and is in the process of developing Genetics
 - Seventh grade implemented the Cycles of Matter Unit in Fall, 2014
 - Eighth grade teachers have developed Human Populations Part 1

NEXT STEPS:

- 6-8 grade science teachers will continue to develop units
 - Sixth grade teachers will develop Environmental Geo Science
 - Seventh grade will be pairing resources and learning activities to the newly developed units
- K-5 teachers will unpack and begin grouping standards into units in the Spring and Summer of 2015



COLLEGE, CAREER AND CIVIC LIFE (C3)

GOAL: 6-8 grade Social Studies teachers will work in conjunction with the consortium to align the social studies curriculum to C3 Framework

ACCOMPLISHMENTS:

- 6-8 grade teachers have participated in 3 days of professional development provided by the D125 consortium on C3 Dimensions 1, 2, and 4

NEXT STEPS:

- C3 development is in a holding pattern until the Illinois State Social Studies task force completes a review of the new standards and makes a decision regarding adoption of the C3 Framework



1:1 TEACHING AND LEARNING

GOALS:

- Implement 1:1 for all students in grades 4 & 6
- Analyze 1:1 pilots for grades 1 & 2

ACCOMPLISHMENTS:

- Professional Development
 - 1:1 professional development has been provided by building tech coaches for the teachers at Sprague, Half Day and Daniel Wright
- Parent Education
 - Diane Powell, one of our instructional technology coaches facilitated a series of Parent University workshops
- Students, teachers and parents have completed surveys
- Teachers are beginning to implement Haiku, our learning management system.
- ECRA has completed a program evaluation of the 2013-2014 pilot implementation

NEXT STEPS:

- Continue developing and facilitating professional development activities
- Administer parent and student surveys in January of 2015 and parent, student and teacher surveys in May of 2015
- Pilot parent accounts in Haiku in 6th grade
- Create Apple IDs for students
- Review survey data and create recommendations for improvement
- Finalize proposal for 1:1 implementation for the 2015-2016 school year



DIGITAL CITIZENSHIP CURRICULUM

GOAL:

- Begin to implement digital citizenship curriculum
- Provide parent education on Digital Citizenship

ACCOMPLISHMENTS:

- During summer workshops staff paced Common Sense Media lessons either by week (k-5) or content (5-8)
- Teachers received professional development on the Common Sense Media Curriculum in August, 2014
- Teachers have taught Common Sense Media lessons and sent home parent communications after the lessons were taught
- Parent Education
 - Information was shared with parents for Digital Citizenship Week, which was the week of October 19, 2014
 - On September 23, 2014 Devorah Heitner presented, "Smart Phones, SMART Choices." There were 31 parents in attendance at this evening presentation
 - On January 14, 2015, thirty-five parents of students in grades K-4, attended *Beyond Screen Time: Navigating Technology from the First Finger Swipe*, presented by Dr. Devorah Heitner. The presentation offered suggestions for parents on how to manage and discuss with their children key media issues.
- Parent Focus Groups were facilitated by Devorah Heitner on December 8, 2014
- The Parent Advisory Committee has met three times

NEXT STEPS:

- Review the implementation of Common Sense Media program
- Revise 1:1 Teaching and Learning Parent Handbook



ENRICHMENT LEARNING MODEL

GOAL: Facilitate a review of the Enrichment Learning Model in District 103

ACCOMPLISHMENTS:

- ELM teachers worked collaboratively with the ELM committee to complete a program review
- Final ELM document will be presented at the January 20, 2015, Board of Education Meeting

NEXT STEPS:

- Meet with ELM teachers to discuss how to implement the new components outlined in the plan



SOCIAL EMOTIONAL LEARNING

GOAL: Implement SEL standards

ACCOMPLISHMENTS:

- K-8 unpacked and created “I can” statements for SEL standards
- K-5 adopted and implemented Second Step Curriculum
- 6-8 Creating Integration charts
- Middle school content teachers from World Languages, Fine Arts & Physical Welfare, Math, Science, Social Studies and ELA met with d125 consortium teachers to discuss and share ideas on integrating SEL into classroom instruction.
- The health curriculum was revised for grades 5-8 SEL standards are a major emphasis of this curriculum
- 5-8 teachers created and facilitated a building-wide SEL event
- Purchased curriculum to teach Safe Touch Lessons (Erin’s Law Requirement) in grades K-4
- Safe touch lessons were taught in health class in grades 5-8

NEXT STEPS:

- Continue to plan how the SEL standards are integrated into the DW curriculum
- Create report card language for K-4 students
- Implement Safe Touch lessons in grades K-4



ENGLISH LANGUAGE LEARNERS

GOAL: Complete a review of the English Language Learners program

ACCOMPLISHMENTS:

- A team of administrators and teachers attended the first four days, of a six day Perfect Match workshop
 - Program needs assessment has begun
 - Data review was completed with the data that is currently available
 - Survey was administered to surrounding districts
 - Research has been reviewed
 - Program models have been reviewed
 - District ELL Handbook has been updated
- ACCESS data has been loaded into ECRISS

NEXT STEPS:

- Participate in the final two workshop days
- Make program decisions for future years



WORLD LANGUAGE

GOAL: Write and revise curriculum to meet the needs of District 103 students

ACCOMPLISHMENTS:

- Laura Terrill has observed all K-8 Spanish teachers and developed professional development goals from observation details
- World Language teachers have met with Laura Terrill to plan unit sequence, write and revise curriculum
- Grades K and 1 units are in a final format

NEXT STEPS:

- Create a plan for students who are new to the program
- Continue curriculum development



NEW SPECIAL EDUCATION COOPERATIVE

Exceptional Learners' Collaborative

GOAL:

- Planning related to overall administration and scope of cooperative
- Planning related to provision of services
 - Early Intervention Transition and Early Childhood Assessment
 - Audiology
 - Related Services (i.e. Hearing Itinerant, Assistive Technology)
 - Technical Supervisors
 - Other
- Further refinement/adjustments to “shared services”
- New Director of Special Ed will be hired for the new Cooperative

ACCOMPLISHMENTS:

- Joint Agreement for ELC completed and approved by all three districts
- In the process of securing a lease with the Buffalo Grove Park District to house ELC
- In the process of securing an agreement with NSSEO to provide the following services:
 - Audiology
 - Vision Itinerant
 - Technical Supervision
- Hiring process for new Executive Director for ELC is moving forward
 - Position is posted and there are a number of applicants
 - Paper screen applicants in early February
 - Screening interviews in late February
 - Final interviews in early March
- Services to be covered through ELC
 - Early Childhood Assessment
 - Anticipated FTEs (Psychologist 1.0 FTE; .6 FTE Speech Language Pathologist; .6 FTE Occupational Therapist; .3 Physical Therapist) (These are a shared cost with District 96 at a ratio of 2:1 District 96:District 103 based on anticipated use)
 - Drafted flow chart for process of EC assessment
 - Drafted job responsibilities
 - Hearing Impaired Itinerant Teacher
 - Anticipated FTE 1.0 (Shared cost: District 125 .4 FTE, District 96 .4 FTE, District 103 .2 FTE)

- Services for D103 at the same level as is currently
 - Assistive Technology Specialist
 - Anticipated FTE 1.5 (Shared proportionately across three districts)
 - Replaces case by case purchase of SEDOL services and contractual services with private provider; provides consistent services
 - Administrative Positions (Shared proportionately across three districts)
 - Executive Director 1.0 FTE
 - Administrative Assistant 1.0 FTE
 - Business Office Support Contracted from SHS
- Documentation for Illinois Advisory Council on the Education of Children with Disabilities (ISAC) is the final draft form
 - District 103 Documentation
 - ELC Documentation

NEXT STEPS:

- Finalize lease for building for ELC and planning for the use of the space and necessary furniture and equipment.
- Finalize agreement with NSSEO to purchase services
- Finalize documentation for Illinois Advisory Council on the Education of Children with Disabilities (ISAC) including District 103 documentation and ELC documentation
- Presentation to Illinois Advisory Council on the Education of Children with Disabilities (ISAC) (February 18, 2015); Approval by ISAC
- Complete hiring process for Executive Director
- Support hiring process for additional positions
- Support additional facets of establishment of ELC
 - Policies and Procedures
 - Human Resources
 - Budget and Financial Aspects
 - Early Childhood Assessment Procedures and Protocols



EARLY CHILDHOOD PROGRAMMING

GOAL:

- Review and consider implications of the new guidance and requirements
- Investigate/research early childhood models that meet the guidance and requirements
- Determine the best model for District 103
- Plan for the implementation of the appropriate model for early childhood services for the 2015 - 2016

ACCOMPLISHMENTS:

- Early Childhood Committee was formed and met to review and consider implications of the new State guidance and requirements for EC programming in the Least Restrictive Environment (LRE).
- Reviewed information presented by STARNET/ISBE Webinar on Early Childhood Educational Environment (EE) Codes. This information clarified the district's obligation for providing Early Childhood services.
- Reviewed current Early Childhood Program model (2 AM self-contained classrooms, 2 PM blended classrooms; all classroom are multi-age) and other potential options for EC programming.
- Reviewed the number of ECAT evaluations per school year and the actual enrollment in early childhood programming to continue planning for future needs.
- Given the guidance received from ISBE, success and constraints of the current model, predicted enrollment in early childhood programming, and district realities related to space and staffing, the committee recommends that the current program model remain in place as it currently meets student needs and the obligation under IDEA.

NEXT STEPS:

- Explore more effective and efficient scheduling of preschool screenings, parent involvement opportunities, home visits, and IEP meetings.
- Continue to monitor current and anticipated enrollment and student needs of pre-kindergarten students who require special education to ensure current programming continues to meet student needs.
- Recommend that the District transportation study include early childhood and community peer students and the consideration of transporting community peers.



PARCC ASSESSMENT

GOAL: Prepare students, teachers and infrastructure for PARCC testing

ACCOMPLISHMENTS:

- Laura Beltchenko provided professional development for all 3-8 English Language Arts teachers on the ELA PARCC Evidence Tables
- Teachers have been trained on accessibility and accommodation features
- Processes for accessibility and accommodation features have been created and staff have been trained on how to accurately identify and document these features
- Teachers and tech coaches preparing students
- Revised spring MAP schedule to lessen the amount of testing time for students
- Installed bookmarks and tested connectivity on computers
- Data prep work has been completed: Course assignments and SIS Data has been populated
- The State of Illinois' ITRAX tool has been used to ensure that our infrastructure is adequate to support online assessment.

NEXT STEPS:

- Finalize student schedules
- Finalize testing procedures
- Continue to expose students to sample test items and practice tests
- Continual update of data



PERA

GOAL: Partner with ECRA – firm specializing in assessment data

ACCOMPLISHMENTS:

- Teachers and administrators attended a training on PERA and the Danielson Evaluation system

NEXT STEPS:

- Create a Joint Committee of teachers and administrators
 - Identify the percentage that Student Growth to be included in teacher evaluations
 - Identify assessments that will be used in teacher evaluation:
 - Type 1 – Commercial or State Assessment
 - Type 2 – Created or adopted by District for grade level or subject
 - Type 3 – Teacher created and evaluator approved