

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

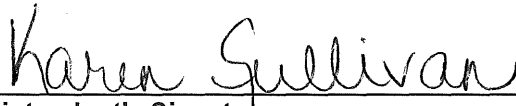
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

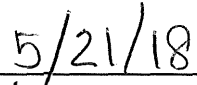
**SCHOOL INFORMATION**

<b>School Name:</b>	Peter M. Gombert Elementary School		
<b>RCDT:</b>	190222040262020		
<b>Principal:</b>	Jeremy Ricken, Ph.D.		
<b>Address:</b>	2707 Ridge Road		
<b>City, ZIP code:</b>	Aurora, IL 60504		
<b>Telephone:</b>	630-375-3707		
<b>Email address:</b>	jeremy_ricken@ippsd.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. Approval Date:</b>
2017-2018	35.66%	Y	May 21, 2018

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Indian Prairie School District 204		
<b>Superintendent:</b>	Dr. Karen Sullivan		
<b>Telephone:</b>	630-375-3000		
<b>Email address:</b>	karen_sullivan@ippsd.org		

  
\_\_\_\_\_  
Superintendent's Signature

  
\_\_\_\_\_  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Jeremy Ricken	Principal
Emily Stubbs	Student Services Coordinator
Lindsay Njos	Interventionist
Jocelyn Monis	Kindergarten Teacher
Lindsay Brandonisio	First Grade Teacher
Maria Cristina Gianni	Second Grade Teacher
Daisy Hohnke	Third Grade Teacher
Sam Courtney	Fourth Grade Teacher
Tony DiNatale	Fifth Grade Teacher
Carmen Nater	ELL Teacher
Joni Probst	Reading Improvement Teacher
Chrissy Ensign	LMC Director
Keith Ferrell	PA Teacher
Colleen Calkins	Special Education Teacher
Missy Paoletti	SLP
Kathy Zemba	Parent
Andrea Powell	Parent
Maria Nasrallah	Parent
Rebecca Tellez	Parent
Les Zemba	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title II funds to support professional learning
  2. Aurora Public Library
  3. Community in Schools
  4. Streamwood Behavioral Health System supports professional learning in SEL

3. Conduct a comprehensive needs assessment of the entire school:  
Include a copy of the document used to conduct the assessment.  
Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>

#### Enrollment & Demographics:

Gombert is an elementary school in IPSD 204, located in Aurora, IL. Our current enrollment is 428 students. Enrollment has held between 400 and 500 students for several years. Gombert is a diverse school, with the following demographic student make-up: Hispanic, 24%, American Indian or Alaskan Native, 0.1%, Asian, 16%, Black/African American, 14%, White, 38%, Multiracial, 8%, economically disadvantaged, 36%, Limited Language Proficiency, 13%, and Special Education, 17% as of 2016-17.

The only subgroup with a significant change is our Limited English Proficient subgroup. It has increased from 6% to 13%, a 7% increase over the past three years. This is largely due to changes in exit criteria for ELL services. It has become more challenging for students to exit, and as a result, the number of students remaining in the program is higher than in previous years.

Based on a 2017 survey, 72% of staff members have been teaching 9 or more years in the educational field. 48% of the staff have been teaching exclusively at Gombert. After analysis comparing staff and students' race and ethnicity, we identified that several subgroups of students are not mirrored by staff members. For example, 24% of our student population are Hispanic or Latino yet only 5% of the staff fall into that category. We also identified that the African American population of students which is 14% is underrepresented among the 7% of staff members. Staff population is 69% white and the student population at Gombert is only 38% white.

#### Discipline & Attendance:

The total number of infractions has risen slightly over a three year period, from 76 to 123 to 83 per year. There was an increase overall of 47 infractions from 2014-15 to 2015-16, and then a decrease of 40 infractions between 2015-16 and 2016-17. Approximately 97% of students at Gombert have 0-1 infractions while the remaining 3% are responsible for more than 1 infraction. Gombert's in or out of school suspension rate was 0.67%.

Gombert's average attendance rate for 2016-17 was 96%. This has been the trend for the last 3 years. Tardiness has been a concern. A total of 92 students were tardy at least 5 times or more during the 2016-17 school year.

#### Achievement Data:

According to the 2016-17 PARCC test, nearly all subgroups maintained or grew in achievement. For Aimsweb Plus ELA assessments comparing Fall 2016 to Fall 2017, 2nd grade to 3rd grade showed the greatest rate of improvement with a ROI of 67.7 For Aimsweb Plus Math assessments comparing Fall 2016 to Fall 2017, 2nd grade to 3rd grade showed the greatest rate of improvement with a ROI of 30.5.

The largest achievement gap is between the Asian and African American subgroups (61.9% ELA and 68.6% Math). In ELA, the largest achievement gap is between our LEP and non-LEP students (36.7%). In math, the largest achievement gap is between our economically disadvantaged and non-economically disadvantaged students (28.2%).

#### Special Education:

The overall percentage of Gombert students with IEPs increased from 2014-15 through 2016-17, from 12.8% to 17.2%. In the Spring of 2015, 18.2% of IEP students were proficient in ELA and 22.7% of IEP students were proficient in math on the PARCC. In Spring 2016, 8% of IEP students were proficient in ELA and 16% of IEP students were proficient in math. In Spring 2017, 20.7% of IEP students were proficient in ELA and 17.2% of IEP students were proficient in math. During the 2016-17 school year, 11.9% of students with IEPs require a more restrictive placement outside of their home school and 3 students used alternate curriculum and was assessed by the DLM. Overall, IEP students who were considered proficient has increased in both ELA and math from 2016-17.

#### Limited English Proficiency:

Over the past three years, the Limited English Proficient (LEP) population has not had any significant change. From the 2015-16 school year to the 2016-2017 school year, there has been a significant drop in the number of students who have exited the English Language Learner (ELL) program due to the 2017 ACCESS Score

changes. This drop was very significant in our intermediate grades (3-5). This all occurred despite the increase in ELL staff to two full time teachers for the 2016-2017 school year. Over the past three years, the number of LEP students who have an Individualized Education Plan (IEP) has had a steady increase of about 10% each year.

**Parent Engagement Data:**

Gombert actively engages our parents in the learning of our students. Parents may participate in many areas of student activity at Gombert. Through the PTA, parents support and facilitate many events each year, including our multicultural festival, assemblies, Monster Bash, Daddy Daughter Dance, and the like. Many parents volunteer directly in the classroom or LMC, supporting learning directly or indirectly by working with small groups, running makerspace stations, chaperoning field trips, or facilitating curriculum celebrations. Parents attend school-wide events such as curriculum night, parent-teacher conferences, family reading night, Title I evenings, open house, field day, etc.

**Identified Needs:**

Based on the current data of Gombert Elementary School, in the area of demographics, we notice the need in the following areas: percentage of staff that associate with an ethnicity, staff that speak other languages, and cultural competency that reflect our students at Gombert Elementary School.

Based on our attendance data, we have identified the following needs: students need to attend school consistently and on time in order to gain the most benefit from instruction, and strong communication between parents and the school should continue to best support times when students are not present.

With respect to student behavior, Gombert's PBIS procedures and systems have been refreshed in order to address consistency in expectations across grade levels and settings.

Student achievement should be more consistent across subgroups. Teachers identified challenges for many students to include reduced background knowledge, differing cultural experiences, inconsistent support of learning at home, access to consistent nutritional foods, and in some cases, homelessness.

To reach the goal of closing achievement gaps, successful, evidence based math and ELA strategies should be identified and implemented. Early intervention is needed for our at-risk population through pre-K programs. For special education and ELL populations, increased collaboration among general, special, and ELL teachers is needed, as well as master scheduling allowing for increased learning support.

To support nearly all of the needs identified, increased parent engagement at school and at home would benefit our students.

4. Describe schoolwide reform strategies in narrative form to include the following:
  - a. provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Twenty-first Century Learning Skills, Communication, Collaboration, Critical Thinking, and Creativity (4Cs); are skills we commit to utilize at Peter M. Gombert Elementary. These crucial skills are needed for college and career readiness. <https://goo.gl/wpJ6hq> <https://youtu.be/zTbuFN8Ds>

Current opportunities at Peter M. Gombert Elementary School that allow students to develop skills in one or more of the 4C's include, but are not limited to:

These following supports are the ways teachers incorporate the 4C's within their classroom.

- Guided small group instruction in reading and math
- On demand writing instruction and posters for reading and writing response
- Teachers utilize Kagan structures
- Utilizing WeVideo in classroom lessons

- Computer/technology lessons
- Breakout EDU
- Collaborative teaching between classroom teachers and LMC director, ELL teachers, reading teachers and special education teachers

The following strategies are ways that we incorporate the 4C's throughout the school year.

- College/Career Week
- Paws for Tales
- Reading Buddies
- Whole school read-in
- STEM Day through NIU

Clubs that are offered at Gombert also incorporate the 4C's.

- Excel club is an after school program to support students in reading and math
- Student Council activities
- Inside Out Club where students complete service projects with organizations in the community
- Robotics Club
- STEM Club

The library programming in our school provides the following opportunities for students to develop skills within the 4C's. These opportunities include, but are not limited to:

- LMC lessons that focus on the research process, digital citizenship, navigating the library, supporting grade level curriculum, and promotion of reading.
- Author visits
- MakerSpace
- Battle of the Bluestems
- Lego Wall

Future opportunities at Gombert Elementary School that will allow students to develop skills in one or more of the 4C's include, but are not limited to:

- Gator MEN is a group of Gombert dads who volunteer during the school day and act as strong role models for students
- Parent University offers free educational resources through sessions for parents at Gombert
- New Science Curriculum
- 1:1 Chromebooks
- 2018-2019 school theme
- New Makerspace programming
- Paws for Tales on a larger scale
- Book/Maker Club for younger students
- One Book One School
- Breakfast Book Clubs with younger students

Current opportunities to strengthen our academic programs at Gombert Elementary School include, but are not limited to: Kagan Cooperative structures, use of Google Classroom, implementing growth mindset activities and discussions, incorporating technology apps such as Padlet and Today's Meet, teaching using a Guided Math and Guided Reading model, and offering a STEM Club outside of school hours.

In the future, Gombert Elementary School would like to implement an after school Enrichment Program for those that meet or extend grade level expectations. Also, incorporating Junior Achievement curriculum throughout the year would strengthen the academic programs. In addition, next year more grade levels will transition into receiving 1:1 Chromebooks. This will provide maximized engagement opportunities throughout the academic day.

Current opportunities that have been integrated at Gombert align with the 4Cs and provide multiple formats for students to exhibit their academic strengths. PBIS is a core element that enables learning to occur and allows educators and students to focus on the learning at hand. The incorporation of Kagan has increased engagement and created a student-centered environment. In addition, our staff is keenly aware of the importance of providing enriched and accelerated programs. The Excel Club provides further opportunities to delve deeper into content areas and attain their academic potential. Extracurricular clubs (e.g. Student Council,

Safety Patrol, etc.) allows for leadership roles and helps to provide a well-rounded education for involved participants. Students who excel in the area of literature are provided with enrichment in grades K-2. Talent Development is used to promote higher level thinking skills and provides support to learners in grades 3-5 that have not qualified for Project Arrow services.

In the future, Gombert staff can increase the amount and quality of learning time by continuing Kagan strategies in the classroom. Also, as funding allows, we hope to increase the amount and variety of extracurricular clubs. The increase in the number of students who have 1:1 Chromebooks will promote higher participation rates in the classroom by giving students the ability to interact promptly and consistently to classroom curriculum. This 1:1 student to Chromebooks will enable teachers and students to use technology tools such as Padlet, Kahoot, Quizlet, Socrative, and Google Classroom. Also, this will increase the number of students who can interact with technology at home.

Current opportunities to provide an enriched and accelerated curriculum include utilizing the online programs such as Dream Box, Reflex Math and Zearn. As 1:1 Chromebooks become available, students will have greater opportunities to engage in enrichment online math programs. All three programs allow students to move at their own ability level and challenge students in the process. Accelerated Math is currently occurring in grade levels 3-5. Students are one grade level above. Students are given multiple opportunities to learn math at their own level through Kagan and Guided Math. Currently students have the opportunities to participate in MakerSpace in the LMC. Students have a variety of activities to choose from that integrate science, coding and math. Currently we have a Robotics Club that enriches our Science and Math curriculums.

In summary, the current opportunities that have been integrated at Gombert have been aligned to the 4 C's, Collaboration, Communication, Creativity, and Critical Thinking. We plan to expand our repertoire which will encompass the 4C's. This will provide more opportunities for our Gombert community to excel in a variety of academic areas.

In order to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the rigor of the State academic standards, our overarching reform strategy will be the 4C's: Critical Thinking, Communication, Collaboration, and Creativity.

Currently at Gombert Elementary School, there are already a variety of programs, instructional strategies, and extracurricular activities that are currently meeting the needs of this population of at-risk students. These resources include, but are not limited to:

- Excel Club (critical thinking)
- Kagan (communication, collaboration)
- Google Classroom (critical thinking, creativity, communication and collaboration)
- Read & Write for Google (critical thinking, creativity, communication and collaboration)
- Advantage Math Recovery (AVMR) (critical thinking)
- On demand writing instruction and posters for reading and writing response (critical thinking/communication)
- STEM Club for 2nd and 3rd grade students (critical thinking, creativity)
- Robotics Club for 4th and 5th grade students (critical thinking, creativity, communication and collaboration)
- Title 1 Parent Night (communication, collaboration)
- Family Reading Night (communication, creativity)
- weekly classroom newsletters (Communication)
- Co-teaching ELA with Reading Specialists (collaboration, creativity)
- Co-teaching math with Interventionist (collaboration, creativity)
- Baggie Books for Kindergarten, 1st, and 2nd grade (collaboration, creativity)
- reading and math interventions (collaboration, creativity, critical thinking)
- Author visits (creativity)
- Paws for Tales (creativity)
- Summer Reading Program (creativity)
- Summer Bookmobile (creativity)

To further address the needs of these at-risk students at Gombert Elementary School, we have developed a variety of additional programs, instructional strategies, and extracurricular activities. The goal for implementing

these resources has already begun and will continue into the 2018-19 school year. These resources include, but are not limited to:

- Across grade level observations/Shared Practice-(collaboration and creativity)
- Junior Achievement-(critical thinking)
- College/career week-(critical thinking and communication)
- More real life experiences (critical thinking and creativity)
- Making guided math a requirement-(critical thinking, communication, collaboration, creativity)
- Math block and a math intervention block (similar to shared reading and guided reading)-(critical thinking ,communication, collaboration, creativity)
- Across grade level groupings for students to receive interventions-(critical thinking)

In summary, Gombert Elementary School provides a variety of supports to enhance learning for all students and is preparing to incorporate additional strategies in the future that will allow us to address the 4C's of 21st century learning skills for those students that are at risk of not meeting the rigor of state academic standards.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Through the implementation of our reform strategy, the 4C's (Creativity, Collaboration, Communication, Critical Thinking), we will continue to use the following programs and strategies to support social/emotional needs of students at Gombert Elementary.

Gombert has a variety of mental health programs to support student needs including:

- "Paws for Tales" -Use of Therapy Dogs through Naperville Humane Society to creatively use ways for students to find support and build friendships through animals
- Title 1 Assistant hired specifically for assisting with social/emotional supports to help support their critical thinking skills to problem solve in a variety of situations as well as communicate their wants and needs in a developmentally appropriate way.
- Social Work and Psychologist caseload groups providing direct services based on individual student needs

Gombert has several Specialized Instructional Support Services building-wide. These services are provided to students by both classroom teachers and support staff.

- Stop Walk Talk and Bully Prevention Program where students think critically and empower them to problem-solve every day interactions between themselves and their peers.
- Positive Behavior Interventions and Supports (PBIS) focuses on communicating clear expectations in both the classroom and the school.
- Social/Emotional Title I Assistant assigned to collaborate with students and problem-solve social/emotional concerns and reinforce classroom and school expectations during weekly scheduled sessions or as referred to by classroom teachers.
- Zones of Regulation - The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.
- Individualized Behavior Support Plans for students with IEPs, provides communication between home and school, positive individual supports to students and collaboration amongst team members involved in working with students.
- Superflex - Superflex is a superhero people have in their minds to help them use strategies to promote self-regulation, social thinking, and related social skills. This promotes critical social emotional thinking and communication skills.

Mentoring Services are provided to support social/emotional learning at Gombert including:

- Lunch Bunches (small peer group social/emotional learning with Social Worker/Psychologist). These experiences enrich students' ability to communicate and collaborate with their peers.
- PBIS Buddy Activities - Opportunities for students to collaborate and build relationships across grade levels to participate in specifically designed activities that support student needs and building goals

- Peer helpers in lower grade levels collaborate and build relationships to support a variety of classroom needs.
- Check In Check Out - A program that partners students with staff mentors to encourage both positive behavior and expectations. Students engage in critical thinking regarding their behavior and learn how to self-monitor their behavior choices.
- Social Work and Psychologist informal small groups, as needed
- Student Services Coordinator to meet with targeted students on social concerns

Gombert implements many social/emotional supports in the regular classroom such as:

- Classroom behavior charts to support positive social/emotional interactions within the classroom
- Class Meetings - Daily meetings that focus on different social skills. For example, communicating with peers, bullying, classroom expectations, kindness and leadership.
- CHAMPS - A classroom management system that teaches students how to be successful in specific class situations focusing on conversation and effective ways to collaborate.
- Whole class Social/Emotional lessons focusing on kindness, friendship, tattling, communicating with peers and bullying

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Through the implementation of our reform strategy, the 4C's (Creativity, Collaboration, Communication, Critical Thinking), we will continue to use the following programs and strategies to support postsecondary preparation of students at Gombert Elementary School.

This year, Gombert staff incorporated a College and Career Week in March. This promoted higher learning by highlighting many career options. Throughout the week students were assisted in identifying various professions and the road to achieving their passion. Staff provided many opportunities to learn about professions using nonfiction text, videos, and real life experiences. Staff also highlighted their attended colleges and the path they took for success. We also prioritized college and career readiness.

The Maker Space in the LMC exposes the students to a variety of STEM activities. Each month, activities fall into 3 categories: create, challenge, and explore. In create, students will use a variety of materials to make something new. In challenge, students are given a particular STEM related challenge to solve. These challenges include both technology and non-technology based tasks that require the use of problem solving and collaborative skills. In explore, students interact with the various pieces of technology that are available in the LMC. This includes the Osmos, Dash and Dot robots, Ozobot, and BeeBots.

Robotics Club is available to 4th and 5th graders. This club promotes interest in Science, Technology, Engineering and Math through hands-on learning. Emphasis is given to teamwork, problem solving and leadership skills.

STEM Exploration Labs with NIU provides students the opportunity to explore a variety of physical science concepts through interactive displays. These activities encourage the use of critical thinking skills. The program is used to generate community wide interest in science.

At Gombert, all students have an opportunities to participate in a Science Fair. The Science Fair is a PTA sponsored activity that inspires kids to explore their curiosity and develop an experiment. This fosters a passion for the different science careers within our community.

Junior Achievement is another option that is open for teachers to elect to incorporate into their classroom. This opportunity provides enriching and engaging activities for students to collaborate with each other, in the area of Social Studies in a series of critical thinking tasks. Adult volunteers, from a local business partnership, come into the classroom to help inspire students to consider pursuing a career in this area. Together, with the classroom teacher, they collaborate to create a lesson that is hands-on, interactive curriculum. The volunteers are encouraged to interweave their own career experiences into the lessons, which help students understand the connection between their education and lifelong success.



Gombert's Bilingual program in Spanish provides the foundation needed for students to acquire the Illinois State Seal of Biliteracy.

Student Council provides opportunities for students' grades 3-5 to collaborate, practice leadership skills, and engage in hands on activities to help their community and school. Throughout the year members are responsible for brainstorming and then voting on school wide spirit days. The president, vice president, secretary and treasurer each play a role and take on set responsibilities during the meetings. They are also in charge of making announcements about various collections to their classmates and to the entire school over the intercom and through various fliers/posters. They work together to help clean up the school, package items, and brainstorm ideas for classroom or school wide incentives during quarterly service projects.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

#### Tiered System of Supports:

Using a Multi-tiered System of Support, struggling students are identified early and provided early intervention. The AIMSweb Curriculum Based Measurement (CBM) benchmark data provides the academic universal screening information for all students. Students who fall below expected levels on this measure are provided with additional instructional time and/or interventions to accelerate their growth. For behavioral concerns, positive behavior supports are utilized to address student needs through targeted group and individual interventions. Progress in both areas is monitored on a weekly or monthly basis for these identified students.

Gombert Elementary School utilizes a PBIS framework to provide positive behavioral supports to students. At the Tier one level, students are taught consistent behavioral expectations through the PBIS matrix and CHAMPS prompts. Students are provided frequent feedback for engaging in prosocial behaviors. Classes participate in morning meetings to develop a positive learning culture. The school also uses a CICO (Check in check out) system as a Tier 2 intervention. This strategy connects a struggling student with an adult mentor/cheerleader within the school who checks in with them at the start and end of the day. Students requiring further Tier 3 social emotional intervention which addresses the specific skill deficit needed.

Currently Indian Prairie School District 204 is working with CASEL (Collaborative for Academic, Social and Emotional Learning) to develop a vision and systemic approach to the instruction of social emotional skills.

#### IDEA:

Indian Prairie School District embraces and supports inclusive instructional practices to best address the individual needs of students with disabilities. This philosophy serves as the foundation for supported education programming and services and requires ongoing collaborative efforts of general educators and special educators. The IDEA Part B grant provides staffing, instructional materials, equipment, and professional development for special educators.

Professional development is provided through the IDEA Part B grant at both a district and school level. Training in the areas of behavior, autism, assistive technology, goal writing, reading instruction, and language development have occurred at the district level. Technical assistance and embedded professional development is provided through the District Support team at the school level. The District Support team has specialists in the areas of behavior, autism, low incidence (e.g. Vision and Hearing Itinerants), assistive technology and alternate curriculum. These specialists train IEP teams in specific strategies to meet the needs of students with IEP's. Funding from the IDEA Part B grant also provides specialized interventions or instructional materials as required by the student teams.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

#### Professional Learning:

Professional learning for the entire staff is ongoing and focused on researched-based strategies that improve student learning, providing opportunities for teachers and assistants to practice and improve their skills over time. Aligned with state and local academic standards, professional learning activities include curriculum development and training programs, and activities that provide teachers training to enhance team performance.

Activities may be conducted by the district, building, team-sponsored, provided by an outside agency, or individually designed.

Teachers have release time during the work day (55 minutes per week) to meet for professional development activities. These "PD" Wednesdays provide opportunities to work in professional learning communities planning or reviewing data; foster collaboration among principals and staff who provide instruction, and provide opportunities for job embedded professional learning. Our Instructional Leadership Team is involved in the selection of professional development activities that enable them to better provide services to the most at-risk students. Built into the district calendar are 2 School Improvement Days, and 3 Institute days, all focused on professional development. The district's professional development department maintains a schedule of professional development activities and establishes best practice for the embedded professional development time.

#### Recruit and Retain Effective Teachers:

Through the screening and interview process we are recruiting diverse candidates who are highly qualified. All district school administrators collaborate with the district's human resource office to find candidates through referrals, job fairs, advertising, multicultural events, and student teacher cadres through partnership with local universities. In order to recruit and retain teachers who share our mission, we:

1. Encourage opportunities to advance in the field of education
2. Provide shared leadership opportunities
3. Provide student teacher placements
4. Inform teachers their eligibility for Stafford Loan Forgiveness Program
5. Use innovative practices with embedded professional development
6. Network with other professionals within education
7. Provide a climate of collaboration and support

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The district continues to support instructional strategies related to experiential learning opportunities at every level. Through inquiry based, problem based, and other instructional models students are presented with real world problems or situations that ask them to connect with the world around them. Teachers continuously provide opportunities for students to present their work to authentic audiences, work with professionals as they develop solutions to real world problems, and become involved in community and district decisions. The district continues to place a strong emphasis on in-demand occupations. Examples of support include robotics programs at the elementary, middle, and high school level, STEM programs and clubs at each school in the district, inquiry based science instructional practices, Project Lead the Way programs at the middle and high school level, computer science course offerings at the middle and high school level, and LMC Makerspaces.