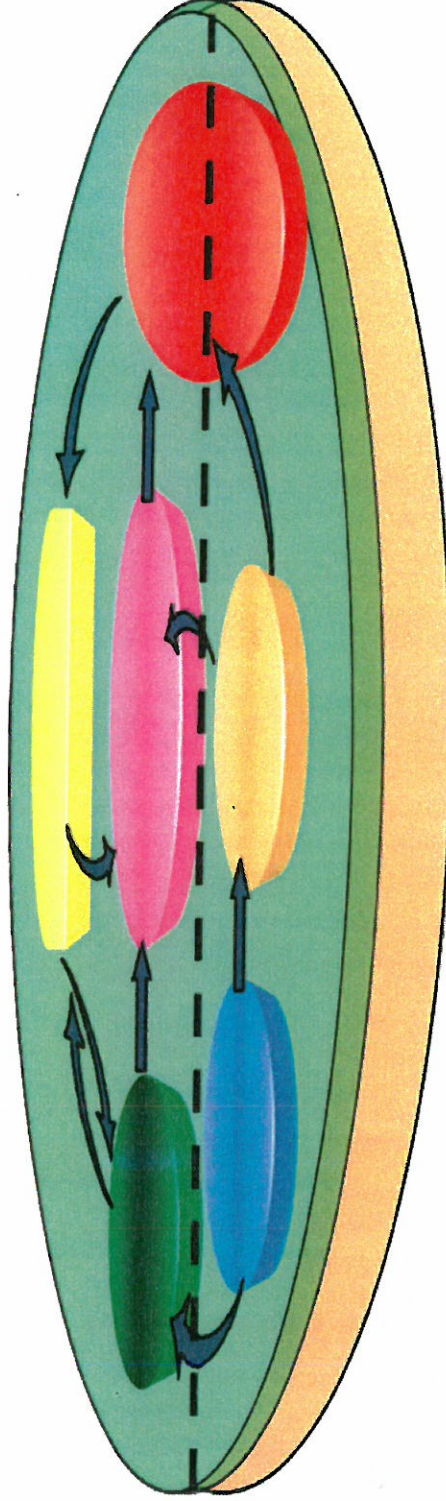


Ideal Elementary School System Assessment Executive Summary Report

The following system assessment feedback report was developed for Ideal Elementary School, LaGrange District 105 by the System Assessment Review Team of the Consortium for Educational Change.

Using the best practice criteria of a correlation between the Baldrige Performance Excellence Education Criteria and the Characteristics of Professional Learning Communities as a lens, the System Assessment Review Team reviewed information provided by the school and interviewed administrators, faculty, staff, students, and parents in order to identify strengths and opportunities for system improvement.



This feedback report was developed reflecting on the indicators described on the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents. Its accuracy is dependent on the information presented and discussed. The criteria around which we conducted our visit are listed below. It is a synthesis of the research from the Baldrige Performance Excellence Criteria, the Correlates of Effective Schools, the Characteristics of Professional Learning Communities, and Standard Bearer. They represent the four best practice, continuous improvement frameworks. This school uses the Professional Learning Community Framework as its format.

Focus on Learning: We acknowledge that the fundamental purpose of our district is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.	
A Guaranteed and Viable Curriculum	
A.	Establishing the Curriculum: We set student learning outcomes across all schools and classrooms to build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.
B.	Executing the Curriculum: We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to those learning outcomes in all classrooms for the grade level or course.
C.	Clarifying and Communicating the Curriculum: We expect that every teacher is able to assist each student and their parents (families) know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.
Formative and Summative System of Assessments	
D.	Defining the Assessment System: We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning; and common, summative assessment data to reflect on teaching, programs, interventions, and periodic student progress reporting.
E.	Assessing What Each Student Knows and Needs to Learn Next: We expect each teacher to monitor the learning of all students, aligned to the learning outcomes per unit, to identify what each student knows, is able to do, and needs to learn next.
F.	Providing Frequent and Timely Descriptive Assessment Feedback: We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.
G.	Using Assessment Data and Information to Drive Instruction: We expect teachers to use assessment data aligned to student learning outcomes per unit to differentiate instruction and respond to students when they either demonstrate they have not learned or are ready for more challenge.
H.	Using Assessment Data and Information to Recognize Growth and Achievement: We regularly recognize and celebrate individual and collective student growth, mastery, and success aligned to appropriate unit learning outcomes.
Differentiation: Instruction, Interventions and Enrichments	
I.	Differentiating Instruction: We expect Instructional activities are engaging and differentiated to meet individual and small group needs within the classroom.
J.	Aligning Interventions: We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit learning outcomes.
K.	Aligning Enrichments: We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged.
Ensuring a Focus on Learning	
L.	Providing Conditions for an Optimal Learning Environment: We expect all learning environments to be safe, respectful, and engaging while supporting a climate of high expectations for social emotional learning.
M.	Examining Learning Practices: We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is clarity and consistency across all classrooms, teams and schools.
N.	Judging Quality Work: We expect all teachers to clarify the criteria by which they will judge the quality of student work and practice applying those criteria until they can do so consistently.
O.	Providing Training and Support: We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments, and instruction within a standards-driven curriculum.
P.	Organizing and Allocating Resources: We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.

Focus on Collaboration: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.	
<i>Building Shared Knowledge and Leadership: Mission, Vision, Values, Goals and Strategies</i>	
A.	Clarifying the "Big Picture": We have developed and deployed mission, vision, values (collective commitments) and goals to establish clear direction.
B.	Communicating the "Big Picture": We set clear direction by communicating a "Big Picture" so that everyone sees how current and new initiatives connect to that direction and how those initiatives align with district and school direction.
C.	Reinforcing the "Big Picture": We expect that common behaviors and actions of all staff support the vision, mission, values, goals and strategies of both the school and the district.
D.	Living the "Big Picture": We set strategies & action plans to describe the steps to be taken toward attainment of goals. The improvement planning process serves as the centerpiece for examining how the organization performs.
<i>Enabling High Performing, Collaborative Teams</i>	
E.	Setting Expectations for Team Function: We expect work to be done through collaborative teams in which members work together interdependently to achieve common goals.
F.	Providing Time & Purpose for Teams to Meet: We provide time during the contractual day and school year for teams to meet. Team meetings always focus on improving student learning.
G.	Determining Accountability Criteria for Teams: We expect teams to be accountable for the decisions they make and the results they achieve.
<i>Creating a Culture of Intentional Collaboration</i>	
H.	Implementing a High Performance Culture: We promote a culture/teaching environment of personal growth and high performance.
I.	Providing a Safe Data Culture for Effective Team Function: We create a safe environment to report and compare data so as to learn from one another and share effective practices.
J.	Providing a Culture of Collective Inquiry & Learning: We expect team time to be used engage in collective inquiry on questions specifically linked to gains in student achievement.
<i>Fostering Strong Partnerships</i>	
K.	Fostering Collaborative Internal Staff Partnerships: We foster collaborative staff partnerships between and across all organizational levels to ensure decisions are made in the best interests of students.
L.	Fostering Collaborative External Family Partnerships: We foster collaborative partnerships with parents (families) to engage them in decisions about the progress of school, school and student goal attainment.
M.	Fostering Collaborative External Community Partnerships: We foster collaborative partnerships with the community to engage them in decisions about the progress of school, school and student goal attainment.
<i>Ensuring a Focus on Collaboration</i>	
O.	Providing Meaningful, Aligned Evaluation Systems: We enforce district job expectations and provide meaningful evaluation systems.
P.	Providing Job-embedded Training: We ensure professional development is job-embedded and ongoing.
Q.	Organizing and Allocating Resources: We organize and allocate resources of people, time and money with a focus on collaboration.

Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.	
Data Transparency and Efficacy: Measuring What Matters Most	
A.	Measuring What Matters: We align key data indicators, measures, and targets throughout the system—district to school to grade level team/department to individual--- to establish effective ways to monitor and report progress.
B.	Setting SMART Goals: District, school, team, and individual staff goals are specific, measurable, attainable, results-oriented, and timely (SMART). They address gaps identified through key data sources that focus improvement efforts.
C.	Aligning Leader Performance Evaluation: Administrative performance goals align with the district and/or school improvement plan.
D.	Aligning Teacher Performance Evaluation: Teacher performance goals align with district, school, and/or team improvement plans.
E.	Aligning Student Performance Evaluation: Student performance goals align with unit plan learning outcomes and other assessment data and information.
Creating a Results Orientation	
F.	Using Data Effectively: We expect all staff to use assessment data to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in their own job performance; c) measure and report progress toward goals; and d) define action plans.
G.	Inspiring Shared Accountability: We create a safe data culture so students and staff feel comfortable sharing their results in an effort to learn from others and improve results.
H.	Monitoring and Reporting Progress: We view, monitor, and report progress to all stakeholders on a regular basis to identify what to celebrate and what to focus on next in terms of improvement.
I.	Promoting Student Responsibility for Their Own Learning: We expect staff to assist students take responsibility for their own learning by collecting data to monitor and track their performance compared to high expectations and performance results of others.
J.	Reporting and Acting on Satisfaction Data: We collect, analyze, prioritize, and act upon student, parent, and staff satisfaction data to be certain it is addressing the needs and requirements of our stakeholders..
A Data-Based Picture of Results	
K.	Examining Trend Data: We have evidence to show our trend achievement results are improving compared to the past. Our achievement results include measures of growth.
L.	Examining Cohort Data: We have evidence to show our student cohort achievement results are improving from grade to grade. Our achievement results include measures of growth.
M.	Examining Comparative Data: We have evidence to show our achievement results are improving compared to others (state and other benchmark districts).
N.	Closing Achievement Gaps: We have evidence to show our results have narrowed or closed achievement gaps between groups of students.
O.	Meeting Adequate Yearly Progress: We meet adequate yearly progress requirements as defined by federal and state legislation. Our students are ready for the next level. (elementary to middle, middle to high school, high school to college/career readiness)
Ensuring a Focus on Results	
P.	Managing Data: We examine policies and processes related to data collection, management and analysis to be certain they are effective and efficient. Data is easily accessible and user-friendly in its format.
Q.	Providing Training and Support: We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments, and instruction within a standards-driven curriculum.
R.	Organizing and Allocating Resources: We organize and allocate our resources of people, time and money with a focus on results.

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The school responded to a set of questions aligned to the three criteria research best practice areas listed above. The external team reviewed the Professional Learning Community effective practices and identified school strengths and opportunities for improvement. The school self-assessed itself as to where they viewed their progress toward implementation of the criteria. The purpose of the visit was to provide the school with gap information in areas where the external team did not agree with the school self-assessment.

The Review Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit. The Review Team interviewed all stakeholder groups. On the first day the Team interviewed:

- Principal and Assistant Principal
- Self Study Team
- Parent Organization Leaders
- Association Leaders
- Instructional Support Team- paraprofessionals
- Student Support Team: Specialists- Reading, Math, English Language Learners, Special Education, Library Media
- Art, Music, Physical Education
- Non-instructional Support Team
- Universal Team
- SMART Goal Team

On the second day, the Team interviewed:

- Parents
- Students
- Teachers

Team members conducted classroom visits to interview students about ownership of their learning.

The schedule was set by school leaders. Representatives interviewed reflected the demographics of the school. Approximately 195 stakeholders were interviewed. Following interviews, the Team reviewed its findings and prepared an oral report to give the school a preview of overall strengths and opportunities for improvement aligned to the framework and criteria. The week following the visit, the Team communicated electronically to prepare the final written feedback report. This final report was sent to the school within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps. The school has committed to use the information to update its improvement plans. It also has committed to allow staff members to serve on a Review Team for another school's system assessment visit.

System Assessment team members.

Ideal Elementary School System Assessment Team		
Name	Position	Email Address
Perry Soldwedel	Team Leader Consortium for Educational Change	Perry.soldwedel@gmail.com
Jennifer Church	3 rd Grade Teacher Marquardt District 15	jchurch@d15.us
Sarah Coffey	Assistant Superintendent Western Springs District 101	scoffey@d101.org
Rachel Corrough	Assistant Elementary Principal Western Springs District 101	rcorrough@d101.org
Jacob Engler	Elementary Principal Marquardt District 15	jengler@d15.us
Mary Ellen Esser	Elementary Principal Elk Grove Village District 59	Esser.maryellen@ccsd59.org
Laurie Heinz	Superintendent	lheinze@d64.org

Kristine Kale	Park Ridge-Niles District 64 Reading Specialist Marquardt District 15	kkale@d15.us
Meghan Keefer	K-5 Curriculum Specialist Western Springs District 101	mkeefer@d64.org
Michael Krugman	Elementary Principal Downers Grove District 58	mkrugman@dg58.org
Lori Hinton Lopez	Assistant Superintendent for Student Learning Park Ridge-Niles District 64	llopez@d64.org
Jon Pokora	Elementary Principal Marquardt District 15	jpokora@d15.us
Emily Shields	Primary Structured Teacher Glen Ellyn District 89	eshields@ccsd89.org
Justin Sisul	Elementary Principal Downers Grove District 58	jsisul@dg58.org
Tracie Thomas	K-5 Curriculum Specialist Park Ridge-Niles District 64	tthomas@d64.org
Meg Weickert	Elementary Principal Elk Grove Village District 59	Weickert.meg@ccsd59.org
Emily Wysocki	Library Teacher Glen Ellyn District 89	ewysocki@ccsd89.org
Jayne Yudzentis	Assist. Superintendent for Personnel and Staff Development Downers Grove District 58	jyudzentis@dg58.org

SUMMARY OF OVERALL STRENGTHS

Among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

Focus on Learning Strengths:

- + Ideal School in partnership with District 105 is moving toward full implementation of the Common Core State Standards with more comfort and confidence each year. Common unit plan development in English language arts and mathematics is well underway.
- + Summer curriculum work on unit plans followed by Teacher Academies throughout the year provides for collaborative opportunities for grade level teams to continue unit plan development. Such opportunities are voluntary and paid.
- + SMART Team training being rolled out this fall provides a consistent process for implementation of the new unit plan instruction. Grade level teams are developing new units so their training and their need for unit plan development make the time commitment meaningful. Teams from all schools are participating at certain grade levels.

- + The new schedule provides for increased collaboration time with a grade level partner, as well as increased collaboration time to plan with support specialists and paraprofessionals. (70-80 minute twice a week)
- + The new schedule provides for a protected 30-minute intervention block for reading every day. Students no longer are being pulled out of science or social studies instruction for interventions.
- + 80% of the students' instructional and behavioral needs are being addressed through Tier I differentiation within the classroom. There is a "push in" philosophy that provides for support specialists and paraprofessionals who assist the classroom teacher with direct services in the classroom.
- + There are systems in place to support and encourage social-emotional learning. School-wide behavior expectations, a morning ceremony, and all-school celebrations are examples of ways the social-emotional curriculum are addressed. The Responsive Classroom provides consistent social-emotional expectations. All teachers receive training and follow-up with this program. The PBIS data system provides a way to progress monitor and reward excellence in behavior, as well as how to deal with inappropriate behavior.

- + **MAP, Step and Next Step assessments provide data and information to assist teachers make instructional decisions. Teachers are beginning to use classroom pre- and post- unit assessment data to drive instruction.**
- + **Grade 3-8 Student Satisfaction data are very positive. Students enjoy school, their teachers, and their principal. They respect the diverse student population and feel their school is safe, inviting, and engaging.**
- + **There is a small class size in addition to a support team to personalize learning and better meet the needs of each learner: (Support Team: English Language Learners, math, reading, resource, social worker, speech, psychologist, paraprofessionals, ELA/Math Advanced academics specialists, Library/Media etc.)**
- + **Students show evidence that they are beginning to own their learning by celebrating what they know and setting goals to achieve what they do not know in relation to unit learning outcomes. This is more prevalent in the upper grades.**
- + **Teachers are supported to take risks and experiment in efforts to best meet students' needs. It is safe to innovate and learn from mistakes.**

Focus on Collaboration Strengths:

- + The culture of the school promotes a strong sense of community, “family,” and student-centeredness.
- + Staff works well in collaborative teams to achieve common goals. Time has been increased during the contractual day for collaborative teams to work together. Expectations for collaboration are clear. There is a very open, sharing, trusting data culture. Data are used to flexibly group and regroup students.
- + There is a philosophy among staff to ensure continuous improvement, shared decision-making, shared leadership, and proactive behavior. Reflection and opportunities for voice and opinion sharing are encouraged.
- + Staff members remain focused on the “Big Picture” of where the school and district are headed. That “Big Picture” includes full implementation of common unit plans aligned to Common Core State Standards in Math and English Language Arts as well as Responsive Classroom school-wide focus on social-emotional expectations.
- + The Ideal staff displays a “Whatever it takes!” attitude. The school culture is described by staff as trusting, collaborative, supportive,

healthy, and fun. Staff satisfaction data are very positive.

- + There are structures and processes in place to align classroom, grade level team, and school improvement to district improvement efforts. There is a high level of trust and numerous opportunities for shared leadership.**
- + There is a strong building leader who positively impacts teaching and learning. It is clear that his leadership has positively impacted both the culture and the performance of the school over time.**
- + Parent satisfaction data are also very positive. Parents feel welcome and express that the office staff members know everyone and are able to speak Spanish to assist in communicating with families. Parents describe the school as healthy, nurturing, friendly, safe, and trusting. Parents report their children love coming to school. Parents report the principal knows every student and is very responsive and trusting.**
- + All stakeholders report high satisfaction with school climate/social-emotional learning.**
- + The partnership with the district is strong. Professional development is focused and of high-quality, and is meeting the needs of staff.**

Focus on Results Strengths:

- + The SMART School Improvement process being used across the school and district and provides for common language and a research-based improvement framework. The principal was trained and is now training the SMART Goal team who, in turn, are training and coaching each grade level team.
- + Greatest Area Needs (GAN), zone analysis, target setting, and action plans are in place for each grade level to guide improvement efforts.
- + There is a safe data culture where staff can share data and information and be comfortable to learn from one another. There is common language related to the data-driven culture.
- + There is a district and school dashboard with key indicators, measures and targets allowing for progress monitoring and reporting.
- + Academic student progress data are improving over time.
- + Student behavior data are improving over time.

- + **There is a shared accountability for student growth. All staff members buy into the concept that all students should show growth every year.**
- + **Resources have been allocated in a timely manner to respond to identified needs. Training and support are usually provided in addition to fiscal resources. Professional development has been provided to assist staff in using data.**

SUMMARY OF OVERALL OPPORTUNITIES

Among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.

Focus on Learning Opportunities for Improvement:

- △ There were false starts with unit planning; it continues as a work in progress. The pace of unit plan implementation, along with training and support for all teachers, has created frustration and feelings of being overwhelmed.
- △ There are student demographic challenges: increasing enrollment, high mobility rate, increasing low income population, increasing English language learners, and a large special education population. Achievement gaps exist.
- △ Parents want more information on units of instruction in math and reading with regard to what students are expected to know and be able to do to be prepared for the next grade and to be on track for college and career readiness at each grade. Parents want more information on

how their child is progressing in mastering the unit outcomes for math and reading at each grade level.

- △ Teachers need clarity in understanding grade-before and grade-after essential learning outcomes. There is little clarity in using pre-test data to identify prerequisite skills necessary to mastery essential grade level outcomes.
- △ Teachers report there is a lack of time necessary to design and align assessments (pre-, post- and other formative assessments) for each unit. Teachers report sometimes there is a lack of confidence in writing assessment questions to ensure validity, accuracy and reliability.
- △ There are inconsistent goal setting practices with students across grade levels. There is a need to develop consistency in the implementation of the sequence of student and teacher expectations for insuring student ownership of their learning.
- △ Teachers are not always using zone analysis as part of the analysis of pre- and post- unit assessments to assist in goal setting and differentiation.

- △ Support staff have not been sufficiently trained and ready to implement the Common Core State Standards at multiple grade levels.
- △ There is a need for more intentional and effective instructional differentiation beyond flexible grouping for all levels of learners. There are insufficient data to know if interventions are having a positive impact on student growth and achievement.

Focus on Collaboration Opportunities for Improvement:

- △ The school mission and vision lacks an academic focus in relationship to its goals. The “Big Picture” direction does not align with the current vision.
- △ There have been so many initiatives that, as a result, the staff is feeling very overwhelmed. Staff members also feel stressed in that the multiple initiatives are not prioritized. Staff feels they are implementing too many changes in a short period of time at a low quality level, rather than implementing a few changes at a high quality level.
- △ There is a lack of clear measures to guide program evaluation.
- △ While it appears the new schedule has significant advantages, the

school needs to reflect on its benefits and limitations and continue to adjust the schedule to better meet the needs of all students.

- △ Parent involvement and engagement is challenging. Parents are not familiar with school improvement goals. Parents are not familiar with unit instruction and student performance from the start to the finish of each unit.**
- △ Parents feel the Parent Organization is focused on fund raising and lacks academic focus. They respect and value current PTO leaders, but feel the organization needs to reinvent itself to engage more parents at times they are able to participate.**
- △ Parents feel there is great one-way communication, but a lack in two-way communication, about student learning goals and results.**
- △ Staff identified a need in the future to develop better understanding of the domains, components, and elements of the Danielson Framework for Effective Teaching to make evaluation more meaningful.**
- △ The school self-study identified a need to develop a system of accountability for teams. There is no formal plan in place to hold team members accountable.**

Focus on Results Opportunities for Improvement:

- △ **Not all stakeholders are aware of the district and school goals or know there is a dashboard.**
- △ **While satisfaction data are high for students, parents and staff, they are not perceived as being acted on and reported to guide improvement efforts.**
- △ **The school has not met Adequate Yearly Progress expectations in math and English language arts for the last three years.**
- △ **While academic data are improving over time, there is a need for more students to be achieving above the 50th percentile to be college and career ready.**
- △ **There is a need to share longitudinal data for students remaining constant in the system and separating them from data on the transient student population.**
- △ **There is no clear understanding of the expectations for goal setting for all teachers and all students.**
- △ **There are achievement gaps.**

- △ **The school self-study reports staff members are hoping for better use of data to improve the teacher evaluation process.**
- △ **No benchmark schools have been selected for comparison other than the virtual district created by NWEA.**

NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides suggestions that could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. The priorities are not listed in any order. Each is equally important. Next Steps are framed by the experiences and opinions of the assessment team.

Priority: Focus on Learning

Continue the journey of common unit plan instruction.

- ✓ Clarify the curriculum with student-friendly learning outcomes aligned to the priority standards in each unit of instruction (especially English language arts)
- ✓ Produce expectations for teachers, students, and parents at the primary (K-2) and intermediate (3-6) levels to ensure consistency with regard to introducing essential learning outcomes at the beginning of each unit.
- ✓ Align pre-, post-, and formative assessments to the essential learning outcomes of each unit. Test for accuracy, reliability and validity over time. Continue to make assessments better.
- ✓ Produce expectations for teachers, students, and parents at the primary (K-2) and intermediate (3-6) levels to ensure consistency with regard to assisting students in identifying what they know and setting goals for what they still need to know during each instructional unit.
- ✓ Align pre-, post-, and formative assessment results to drive instruction both in the classroom and during interventions and enrichments inside and outside the classroom. Use essential learning outcomes for Tier I and Tier II differentiation as entrance and exit criteria. Progress monitor and adjust instruction.
- ✓ Produce expectations for teachers, students, and parents at the primary (K-2) and intermediate (3-6) levels to ensure consistency with regard to progress monitoring and reporting.

Priority: Collaborative Culture

Establish clear expectations for how parents can partner with the school to improve student learning.

- ✓ Research the new standards for parent engagement and involvement outlined by the National Parent Teacher Association.
- ✓ Support efforts of the newly formed Parent Committee to engage ELL families.
- ✓ Investigate ways for engaging parents in decisions that impact both school and classroom performance.
- ✓ Investigate ways for outlining clear expectations for parents to partner in helping their child become proficient in essential learning outcomes for each unit,
- ✓ Be certain parents understand the purpose of assessments and how all assessments are predictors for college and career readiness.
- ✓ Assist parent leaders to revitalize the Parent Teacher Organization. Engage both more parents and more teachers to promote that partnership.

Priority: Results Orientation

Close Achievement Gaps.

- ✓ Disaggregate student data for those who are transient and move in out from those who are consistently impacted by the school.
- ✓ Set targets for subgroups: ELL, special education, and low income.
- ✓ Following development of the unit plans, investigate instructional practices that impact learning at a high level and select two to three strategies to learn, apply, reflect upon, and guide school improvement grade level action plans.
- ✓ Consider at least one or two school-wide instructional strategies (like Responsive Classroom) where there will be focused professional learning and support to assist teachers in improving their knowledge and skills to implement those new strategies with fidelity.

- ✓ Progress monitor and celebrate short-term gains.
- ✓ Progress monitor and share with one another and with parents.