



LAKE BLUFF SCHOOLS
DISTRICT 65



The Road to *success*

All In: District Administrators
Partnering for Inclusive Schools

District Profile

2024 Report Card

District Snapshot

■ District ■ State

2

Schools

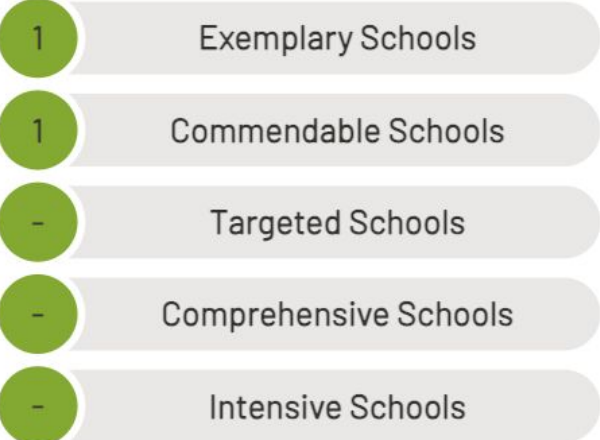


3%

Student Mobility



Summative Designation



53
ELA

52
Math

Growth IAR Cohort

FY24 School Finances

\$22k District Avg Spending
Per Student

Total District Expenditures: \$24,511,235

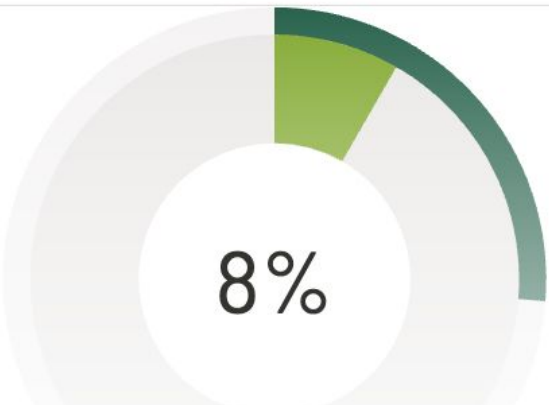
FY24 Evidence-Based Funding



This district is at 149% of adequacy

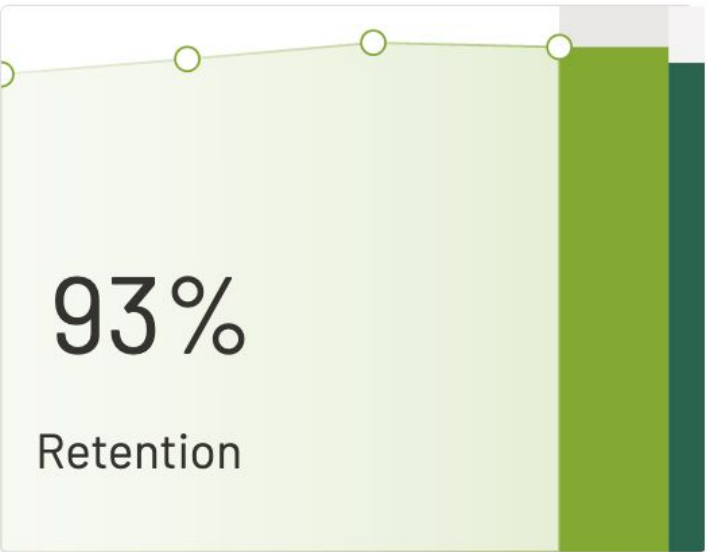
8%

Chronic Absenteeism



93%

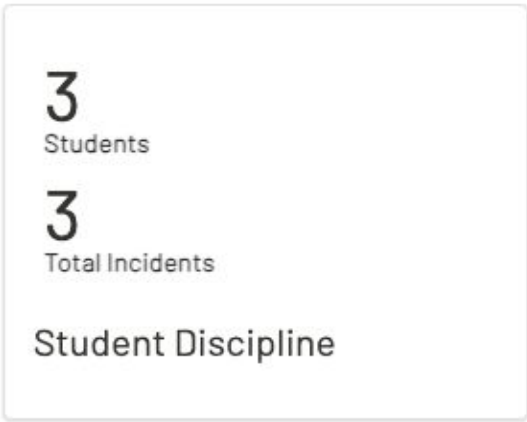
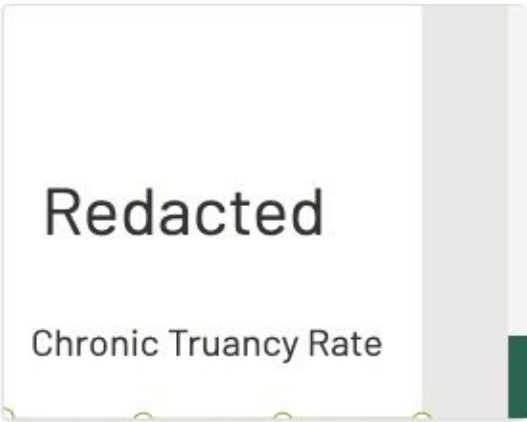
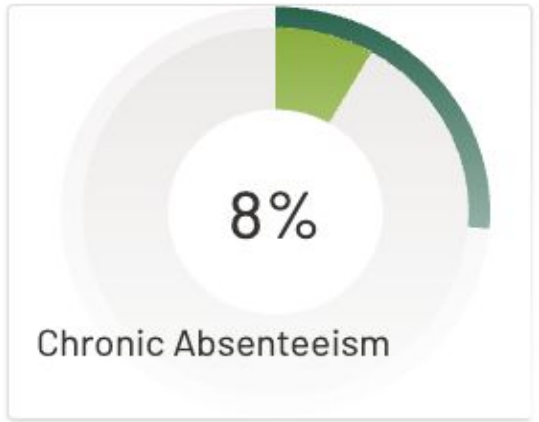
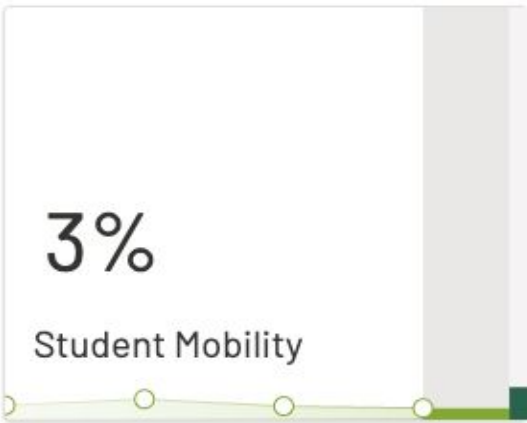
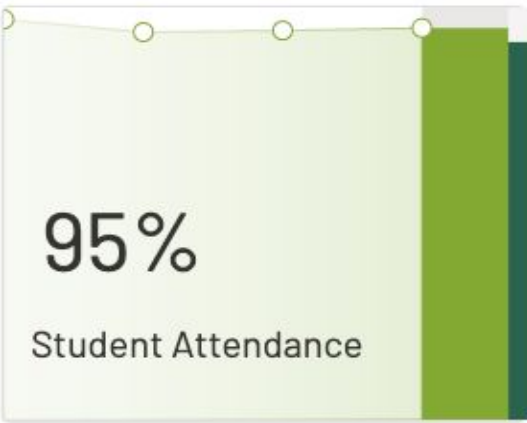
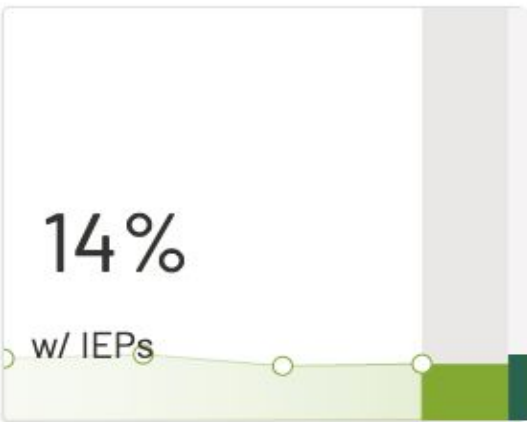
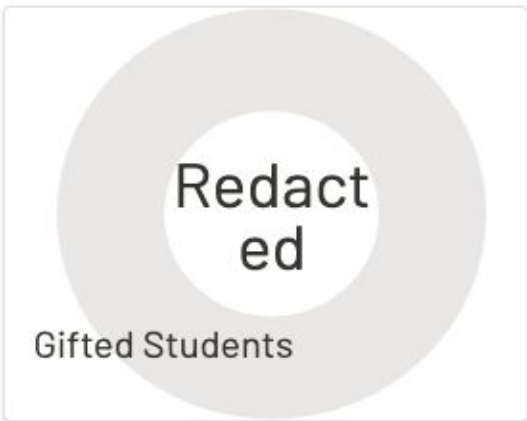
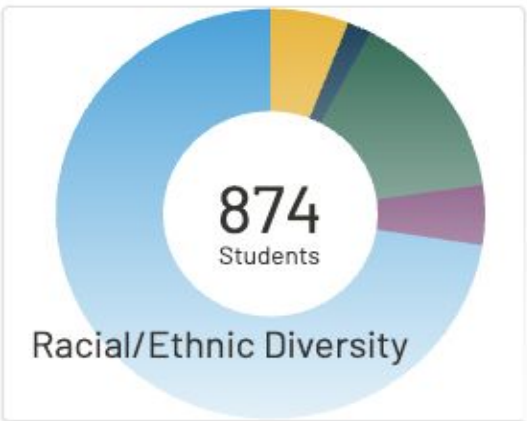
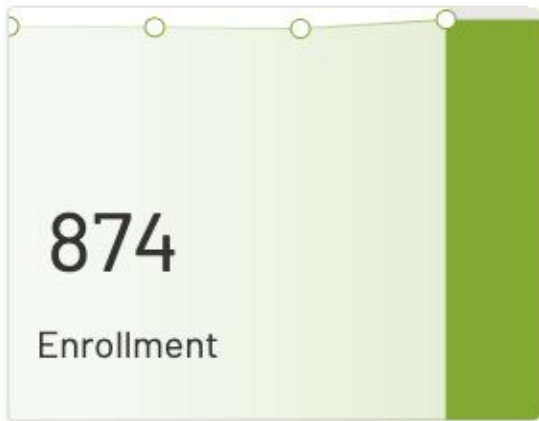
Retention



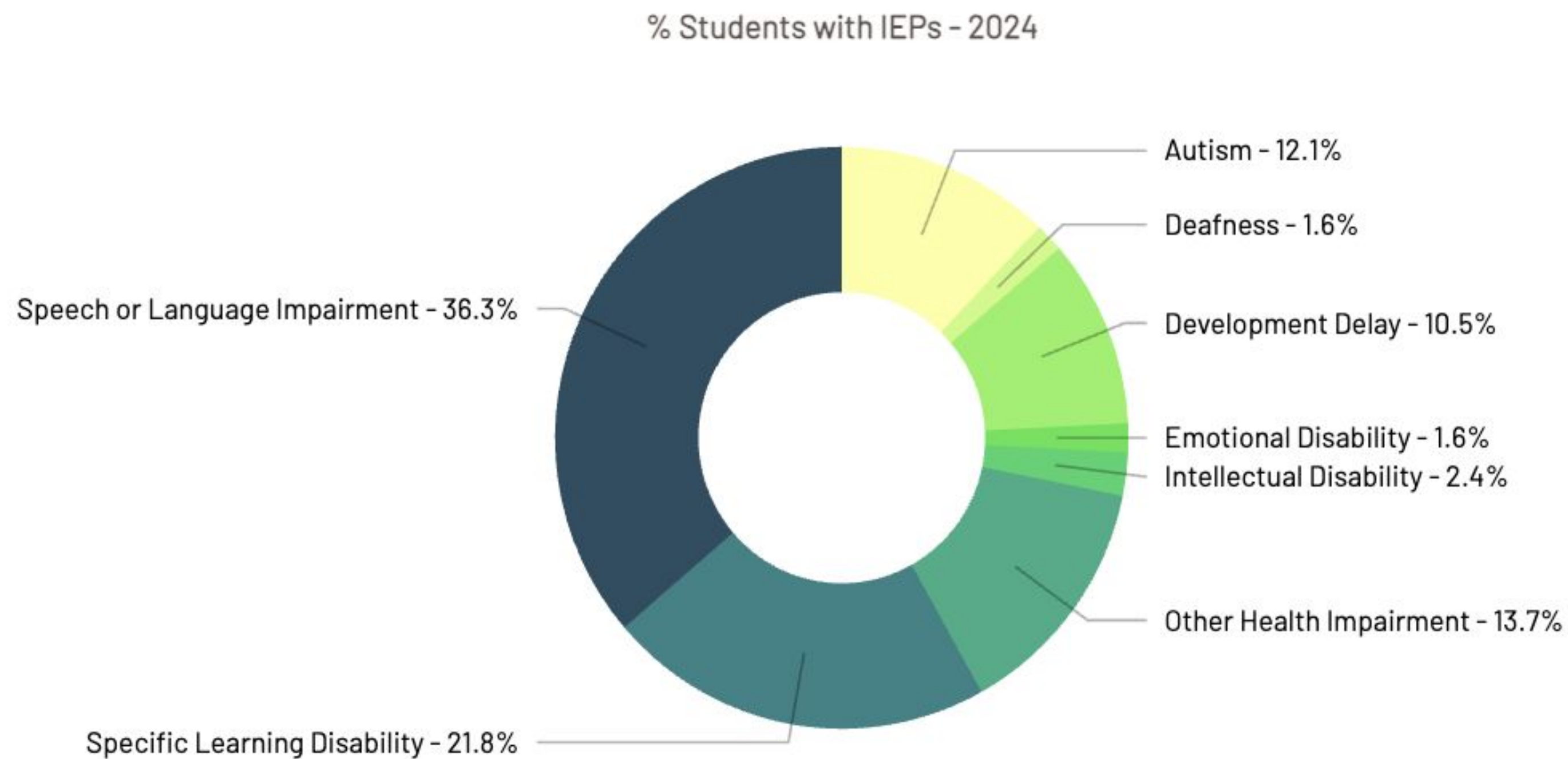
District Demographics

Students

District State



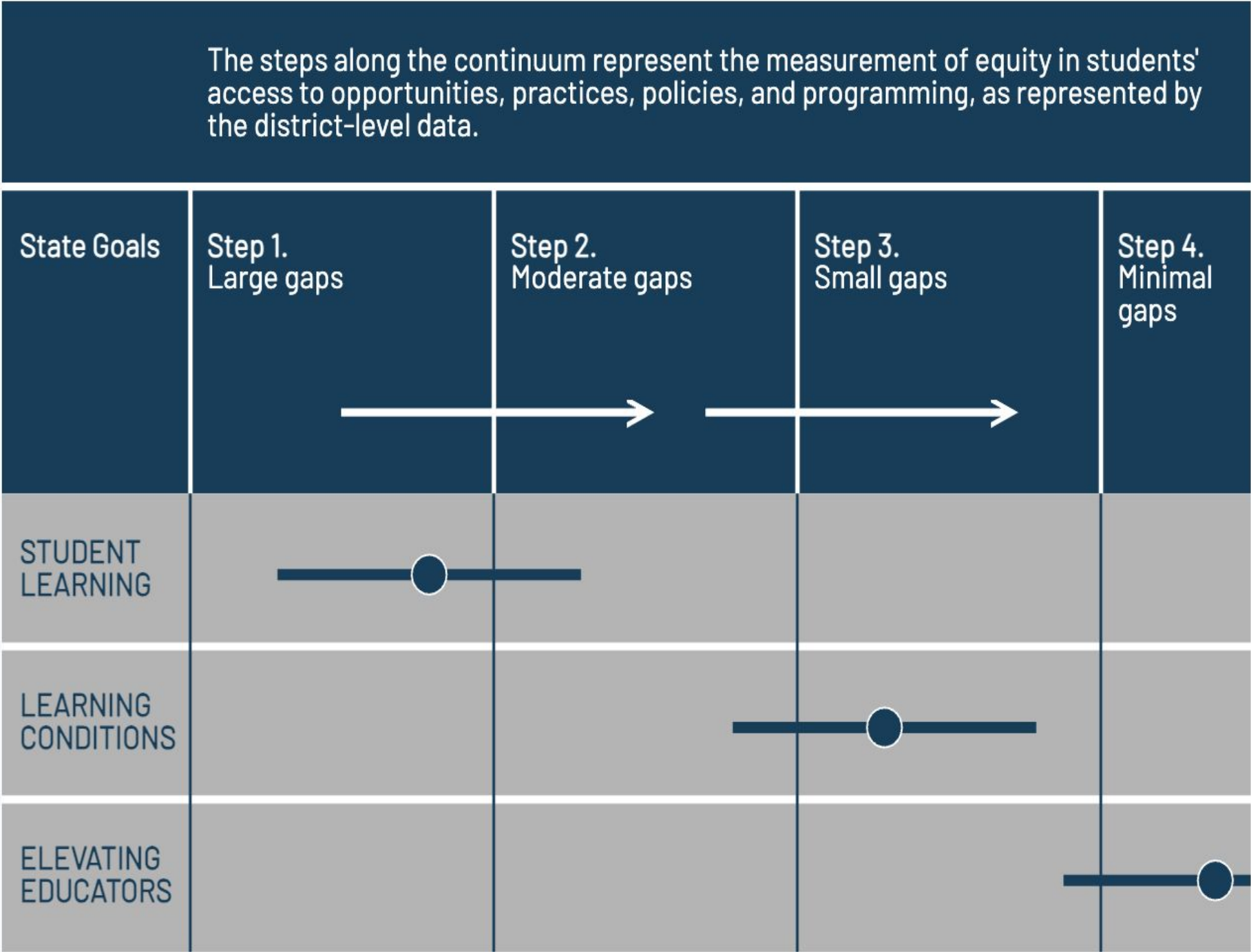
Equity Journey



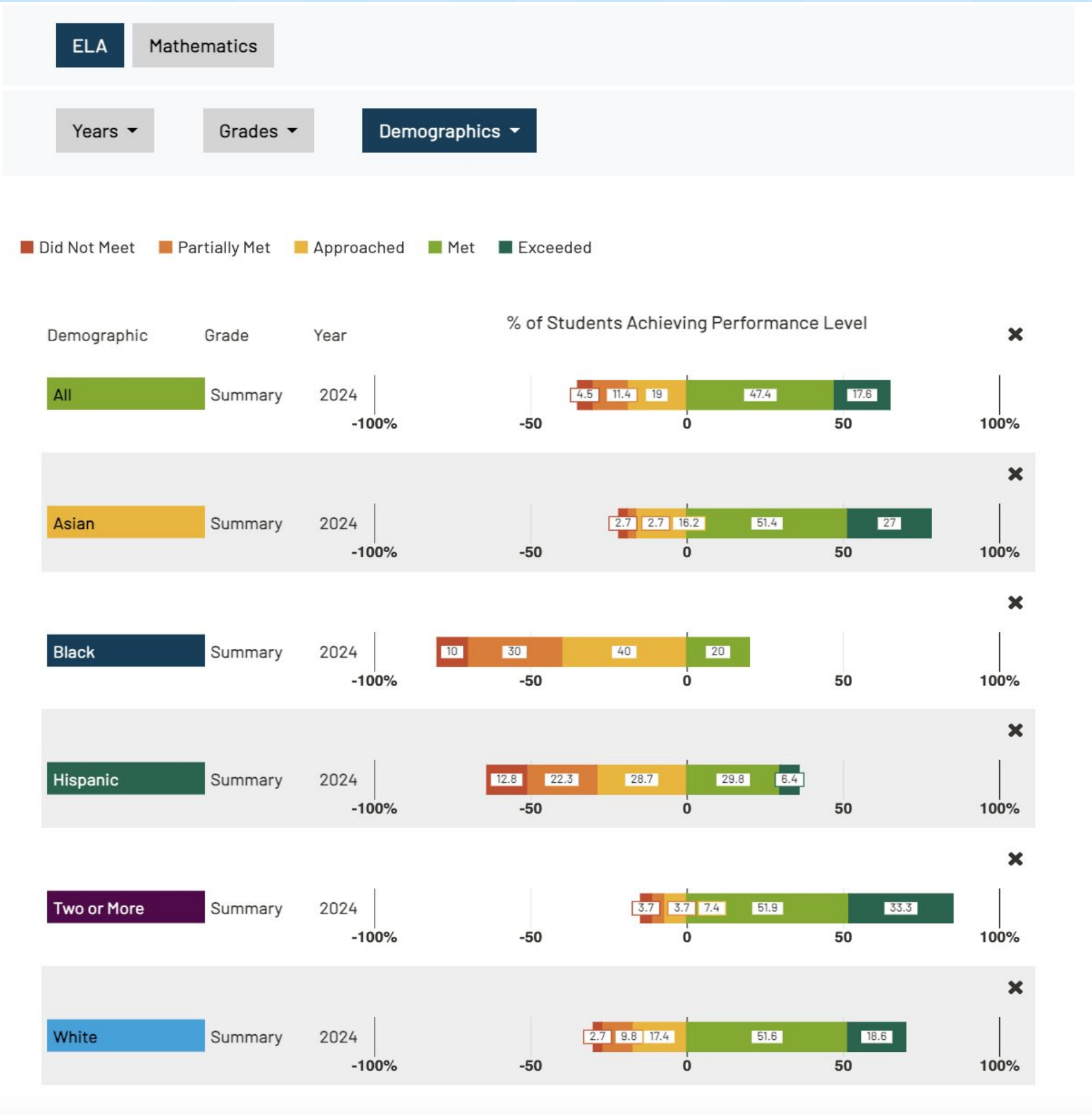
Equity Journey

DISTRICT EQUITY
NARRATIVE

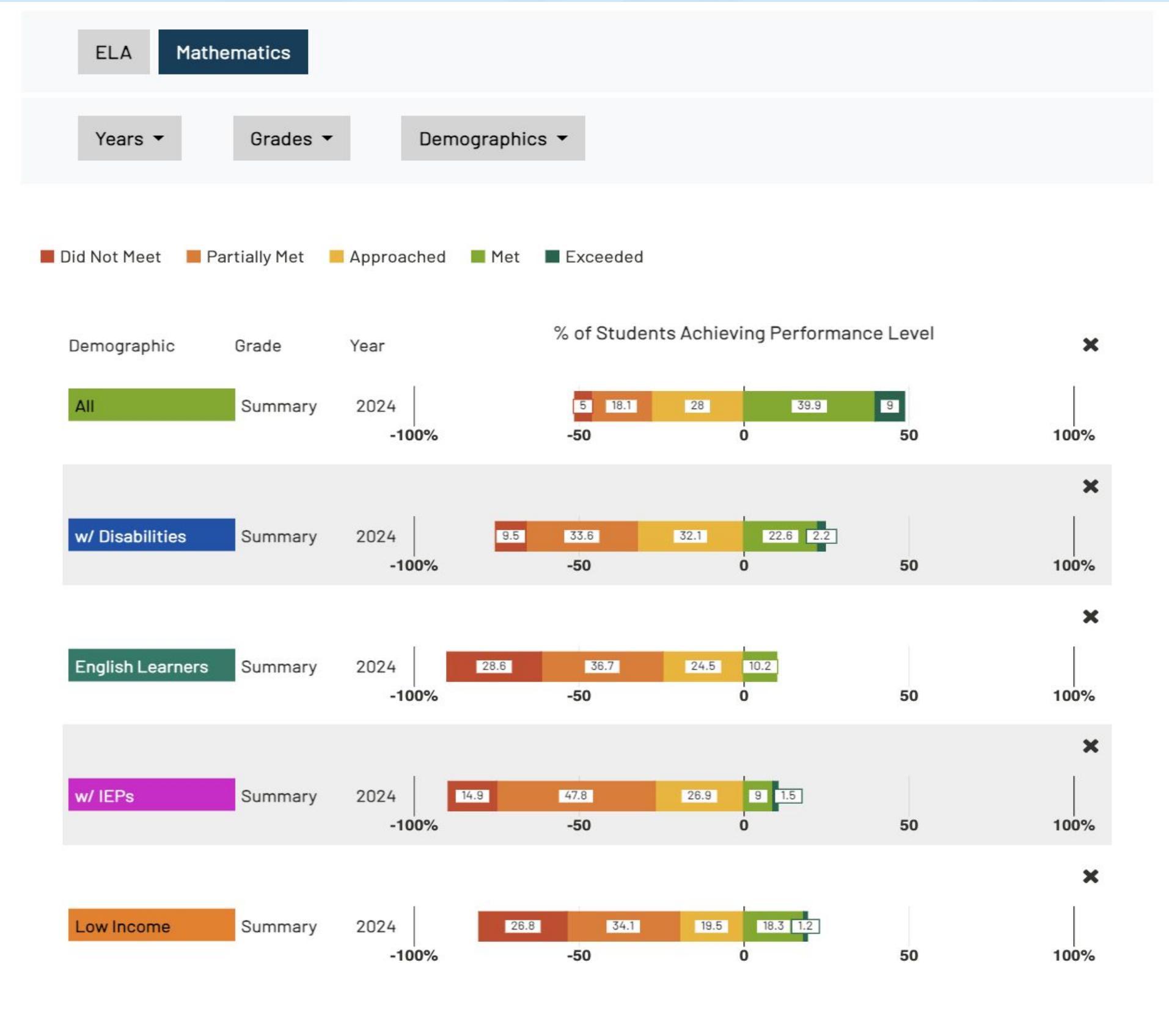
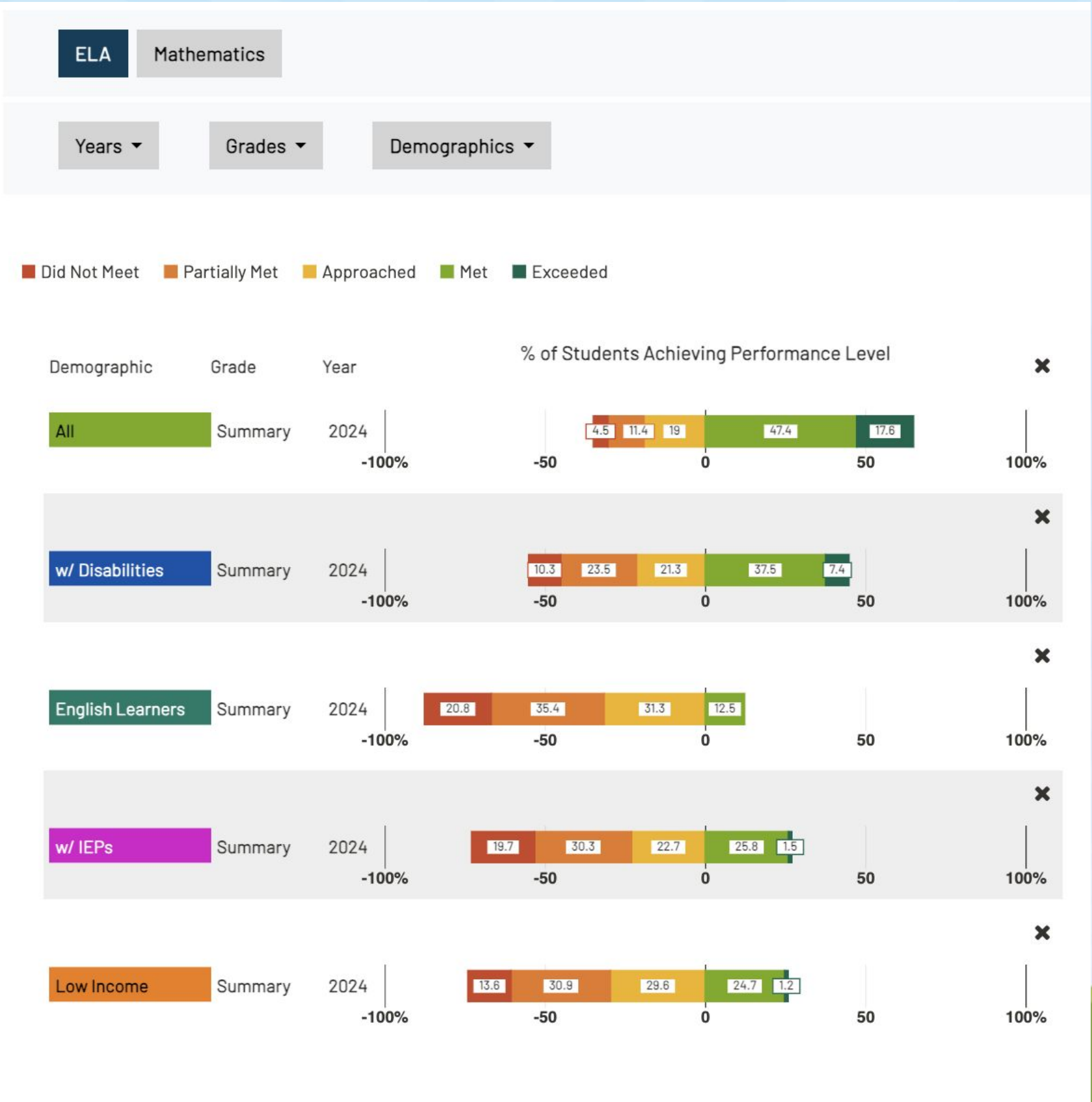
No Data Available



Demographic Assessment Data -Race



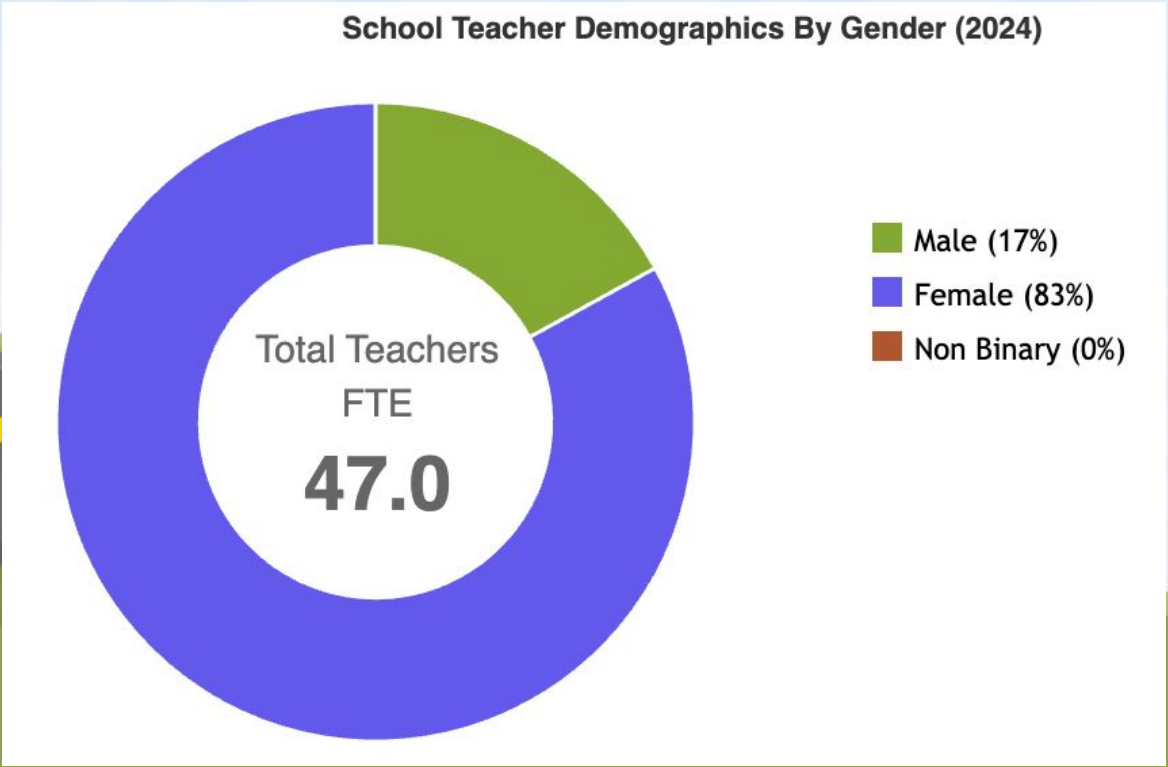
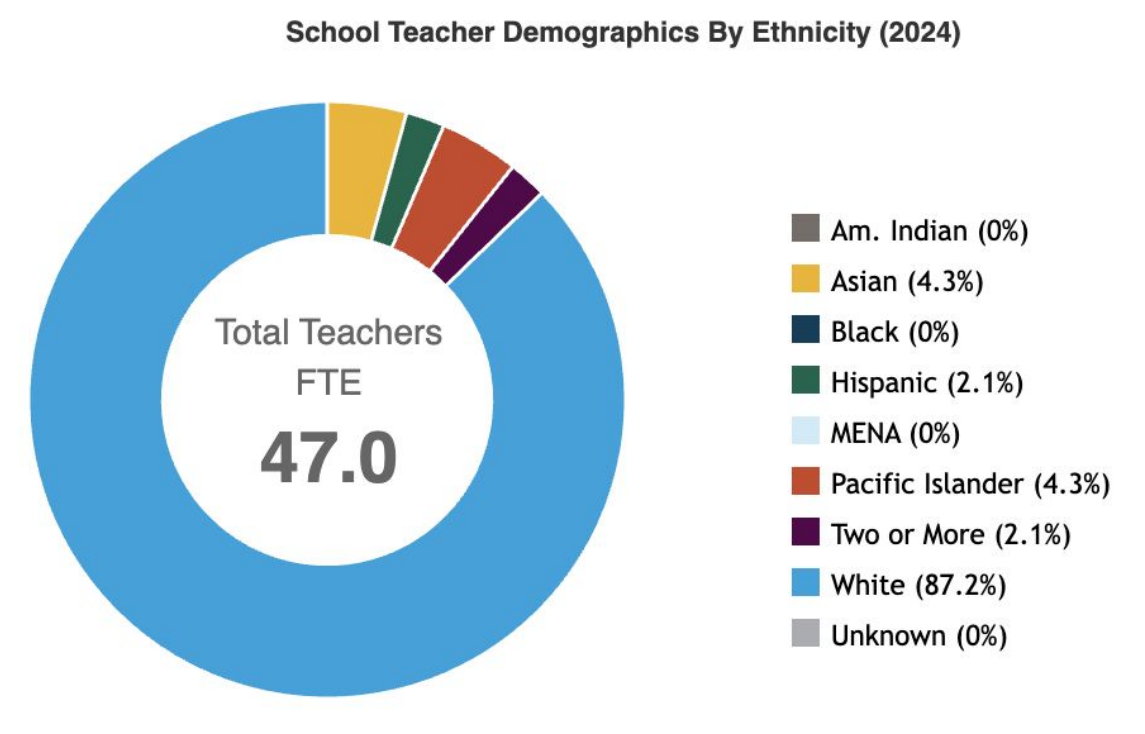
Assessment Data Cont. - Disability, ML, Low Income



Staffing: Lake Bluff Elementary School - PreK-5

Admin: 2
Classroom Teachers: 29
Specials: 8
Paraprofessionals: 14

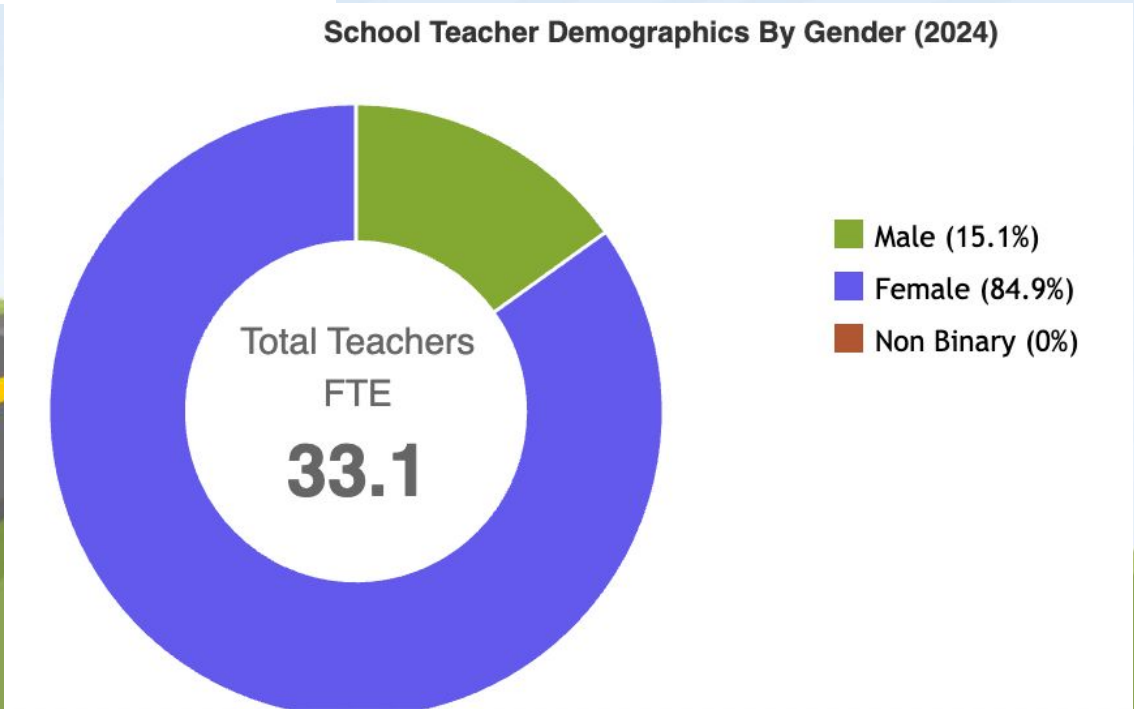
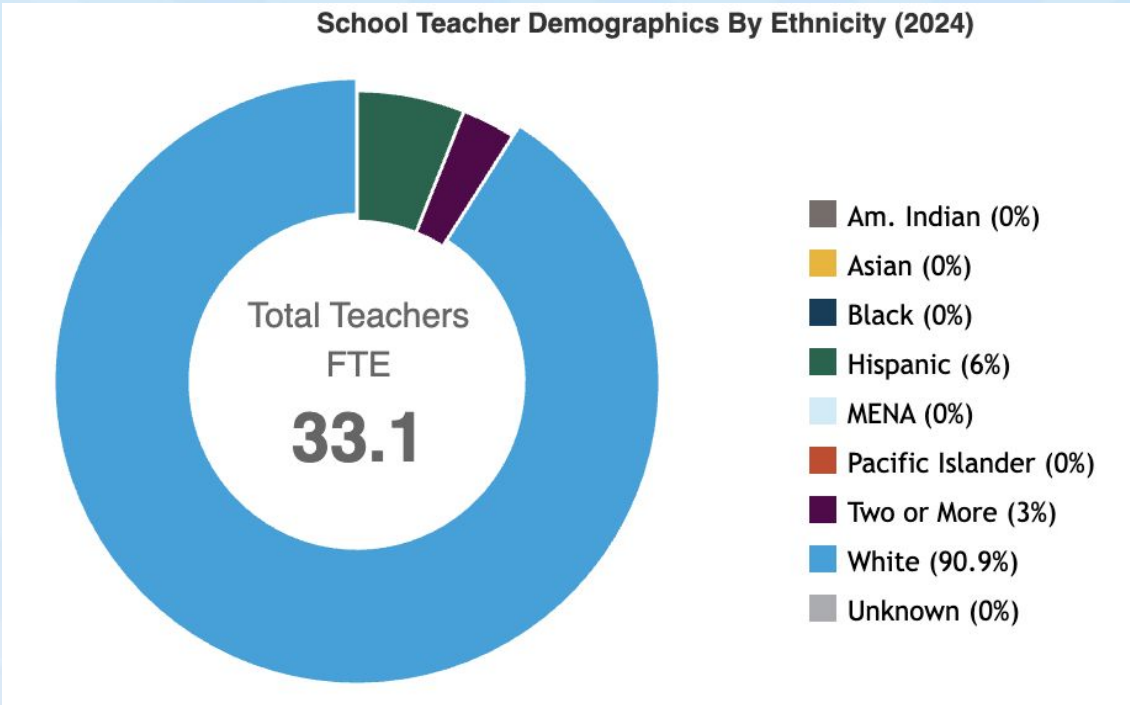
LBS1 (Special Education): 8
Social workers: 2.5
Speech & Language: 2.5
ML: 2.9
Math Intervention: 1
Reading Specialist: 2
Secretaries: 2
Nurse: 1
Custodial/Maintenance: 3
Lunch/Recess Supervisor: 2
Tech/IT: 1



Staffing: Lake Bluff Midd School - 6th-8th

Admin: 2
Academic Teachers: 17.5
Fine Arts/Wellness
Teachers: 7
Paraprofessionals: 7

LBS1 (Special Education): 6
Social workers: 1
Speech & Language: 1
ML: 1.5
Math Intervention: 0
Reading Specialist: 0.5
Secretaries: 1
Nurse: 1
Custodial/Maintenance: 3
Lunch/Recess Supervisor: 9
(3/lunch period, teacher stipend)
Tech/IT: 0.5



Mission:

Ensure academic achievement and personal growth for all students through innovative and engaging educational opportunities.



Vision:

An inclusive community of motivated learners who are inspired to change the world through exploration and collaboration.

Motto:

Excellence in Education,
Enthusiasm for Life, Every
Student, Every Day.



Administrative Partnership





TIMELINE INCLUSIVE SCHOOLS

1 BELIEFS

We will examine staff and administrator beliefs around inclusion. This will include exploring assumptions, looking at survey data and reviewing research.



2 DEFINE

We will define Inclusive Practices in D65 as well as terminology that we will use throughout our journey.

3 EXPLORE

We will explore models for inclusion and assess our current reality in comparison to these models.



4 COPLAN

Collaborate as teams to implement strategies to meet the needs of all students to reach desired outcomes.



5 REFLECT

Work as teams to reflect on student growth, identified outcomes and next steps

Belief Statements

Beliefs

2.94

All students deserve licensed, high-quality teachers who believe all students can learn at high levels.

2.37

All students learn within the general education environment alongside grade level peers.

2.79

All educators and staff are responsible for the celebration of success and prevention of student failure.

2.48

All educators have a clear understanding of their own personal identities and the diverse identities of the students they are teaching.

2.42

All students are represented in every aspect of their day including academic, social, and community environments based on strengths and needs rather than race, ethnicity, disability, etc.

2.69

Collaborative teaming is essential to meeting the needs of all learners.

2.67

To raise achievement for all students, it is essential to provide all students access to core (grade level) curriculum and instruction.

2.69

Our classrooms are dynamic and responsive learning environments where flexibility is key to meeting the diverse needs of all students.

2.64

A culture that embraces the sharing and use of multiple sources of data to intentionally promote continual improvement of organizational policies, services, practices, and student achievement.

When We Strengthen Tier 1, We Elevate Every Tier

The Challenge: High-achieving demographics ≠ no Tier 1 needs

- Some learners fly under the radar.
- Gaps emerge when needs aren't seen or addressed early

Our Mindset Shift: Think Creatively About Resources

- Use time, talent, and tools strategically to reinforce Tier 1 and meet a broad range of student needs

PLC Framework as Our Bridge: Aligning General Ed + Special Ed through the 4 PLC Questions

- *What do we want students to learn?*
- *How will we know if they learned it?*
- *What will we do if they didn't?*
- *What will we do if they already did?*

Bonus Focus: Use PLCs to close terminology and mindset gaps between teams

Our Solution: Enrichment Release Time

Facilitated meetings for 60-90 minutes/week

- Grade level teams (opportunities for additional staff to join)
- Students receive Science/Social Studies Instruction from a core team
- Facilitated by admin with set agenda

Targeted Professional Development Plan

- Differentiated, ongoing, job-embedded
- Writing Guaranteed Viable Curriculum (GVC) as PLCs
- 1x Month with True North



Release Time: Year 1 Focus

- Understand and Prioritize standards - ELA and Math
- Define challenging expectations and support students in reaching them
- Define mastery and give effective feedback/coach to mastery
- Design and Utilize assessment data to improve outcomes
- Let go of what is not in our control/Focus on what is in our control
- Build capacity for inclusive practices across all staff groups
- Create common language and shared responsibility (Collective Teacher Efficacy)



Intended Outcomes

- High level of learning/growth for all students
- Grade level alignment
 - Clarifying teacher and student expectations
- Increased systematic and explicit instruction
- Vertical alignment
- Empowering our staff



Inclusive Schools Sessions



SESSION 1: DISTRICT MISSION

Setting the course for the work

Defining the why

Survey of beliefs



SESSION 2: DATA DRIVEN DIALOGUE

Review district wide data from survey about beliefs

Evolution of Inclusion

Why do we include?

Law

Research

Personal stories



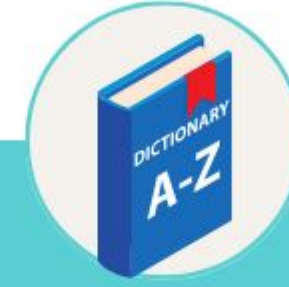
SESSION 3: REMOVALS AND EXCLUSION

Defining what is exclusion

What ways do we exclude

When is it legal to exclude

Are there ways we unknowingly exclude?



SESSION 4: DEFINING TERMS

Evolution of Inclusion

Defining terms using the PLC framework

Core Instruction

Differentiation

Specially Designed Instruction

Adaptations

Accommodations

Modifications



SESSION 5: DEFINING ROLES

How do we currently define our roles?

How can we look at our roles differently to support all students?

Inclusive Schools Sessions



SESSION 6: BELIEFS

Setting the course for the work

Defining the why

Survey of beliefs



SESSION 7: REFLECTION AND NEXT STEPS

Review district wide data
from survey about beliefs

Evolution of Inclusion

Why do we include?

Law

Research

Personal stories



LBS1 SESSION: SPECIALLY DESIGNED INSTRUCTION

Defining what is exclusion

What ways do we exclude

When is it legal to exclude

Are there ways we
unknowingly exclude?



WINTER INSTITUTE: ACLOSER LOOK AT THE EVOLUTION OF INCLUSION

Evolution of Inclusion

Defining terms using the
PLC framework

Core Instruction

Differentiation

Specially Designed

Instruction

Adaptations

Accommodations

Modifications



SPRING INSTITUTE: STUDENT DISCIPLINE/SB100

How do we currently
define our roles?

How can we look at our
roles differently to support
all students?

Release Time: Year 2 Focus

- Common Formative Assessment
- Instructional Planning and SDI
- Systems for Collaboration
- Administrator Walkthroughs



Walk Through Tool Preview



LAKE BLUFF SCHOOLS
DISTRICT 65
Excellence in Education, Enthusiasm for Life, Every Student, Every Day.

Collective Teacher Efficacy & Inclusive Practices Administrator Walk Through Tool

Purpose

This tool helps school leaders observe and reflect on how classroom practices support both collective teacher efficacy and an inclusive learning environment. It promotes consistent, equity-focused instructional practices and strengthens a shared professional vision across classrooms.

Before the Walkthrough

- Review the Look-Fors: Familiarize yourself with the three categories and their indicators.
- Set Intentions: This tool is meant to support growth and professional reflection, not evaluation.

During the Walkthrough

- Spend 5–15 minutes in a classroom.
- Use the tool to observe and record evidence based on one of the 3 look-fors:
 - Collaborative Instructional Practices
 - Differentiation That Honors Student Voice and Need
 - Student Belonging and Participation
- For each, circle the rating that best reflects what you observe:
 - Not Observed
 - Some Evidence
 - Clear & Consistent
- In the Evidence/Notes section, jot down specific examples of student or teacher behavior, materials, and classroom setup that support your rating.

After the Walkthrough

- In the “Additional Notes” section, summarize:
 - Strengths Observed - what’s working well
 - Opportunities for Growth - areas to support
 - Next Steps or Feedback for Teacher - actionable ideas or conversation starters
- Use this tool to facilitate coaching conversations, team-level trends, or professional learning planning.

Using Data Over Time

- Aggregate data from multiple walkthroughs to identify schoolwide patterns.
- Look for strengths and gaps in how teachers are implementing inclusive practices collaboratively.
- Use findings to inform:
 - PLC goals
 - PD planning
 - Peer observation focus areas

Walk Through Tool Preview



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Collective Teacher Efficacy & Inclusive Practices Administrator Walk Through Tool

Look-For	Description	Examples	Rating (Circle One)	Evidence / Notes
Collaborative Instructional Practices	Teacher practices reflect alignment with team goals and shared strategies (e.g., co-teaching, common language, shared routines, visible planning).	<p>Anchor charts with shared language across classrooms</p> <p>Visible structures like similar classroom routines or behavior supports</p> <p>Paraeducators implementing strategies in sync with the teacher.</p>	<p>Not Observed</p> <p>Some Evidence</p> <p>Clear & Consistent</p>	
Differentiation That Honors Student Voice and Need	Tasks vary by readiness, interest, or learning profile; supports and scaffolds are visible; students have choices in how they engage or show learning.	<p>Students using different materials or formats to access content</p> <p>Multilingual supports</p> <p>Students selecting how they show their learning</p> <p>Small-group instruction based on real-time data</p>	<p>Not Observed</p> <p>Some Evidence</p> <p>Clear & Consistent</p>	
Student Belonging and Participation	All students are seen, heard, and involved; classroom materials are culturally relevant; students interact respectfully and classroom norms are upheld.	<p>Student work displayed that reflects diverse cultures/languages</p> <p>Students calling on each other respectfully</p> <p>Classroom norms posted and referenced</p> <p>All students engaged in group work or discussions</p>	<p>Not Observed</p> <p>Some Evidence</p> <p>Clear & Consistent</p>	

Key Takeaways

Collaboration is Key:

Meaningful, lasting change happens through strong, intentional collaboration.

The Right Team Makes the Difference:

When people with aligned beliefs and complementary strengths come together, the impact is high-leverage.

You Don't Need Outside Help... If Systems Are Strong:

With effective internal collaboration structures, this work can be done powerfully in-house.

Rethink Time:

Creating time for collaboration requires innovation. Be willing to think creatively and challenge traditional scheduling norms.

Want to connect?

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