

## School Data - Contact Information

## District Information

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|-----------------|------------------------|------------------------|------------------|
| District Name:  | URBANA SD 116          | District Address:      | PO BOX 3039      |
| City/State/Zip: | URBANA, IL, 61803 3039 | RCDT Number:           | 090101160220000  |
| Superintendent: | Dr. Donald Owen        | Superintendent Email*: | dowen@usd116.org |
| District Phone: | 2173843636      Ext:   | District Fax:          |                  |

## School Information

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|-----------------|-------------------------|-------------------|---------------------|
| Name:           | M L KING JR ELEM SCHOOL | Address:          | 1108 FAIRVIEW AVE   |
| City/State/Zip: | URBANA, IL, 61801 1508  | RCDTS Number:     | 090101160222004     |
| Principal:      | Dionne Webster          | Principal Email*: | dwebster@usd116.org |
| Phone:          | 217384-3675      Ext:   | Fax:              |                     |

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

| Name            | Rising Star Team Role            | Phone        | Email                 | Title/Position |
|-----------------|----------------------------------|--------------|-----------------------|----------------|
| Heidi Blackwell | School Principal                 | 2173843675   | hblackwell@usd116.org |                |
| Lorena Griffin  | School Principal                 | 217-384-3675 | lgriffin@usd116.org   |                |
| Rhonda Turner   | School Principal                 | 2173843675   | rturner@usd116.org    | Teacher        |
| Dionne Webster  | School Principal                 | 217-384-3675 | dwebster@usd116.org   | Principal      |
| Natalee Bretz   | School-Assigned Capacity Builder | 217-384-3582 | nbretz@usd116.org     | District Staff |
| Jennifer Powell | School Improvement Team Member   | 2173843675   | jpowell@usd116.org    | Other          |
| Amy Thomas      | School Improvement Team Member   | 2173843675   | athomas@usd116.org    | Other          |
| Yolande Cooke   | School Improvement Team Member   | 2173843675   | ycooke@usd116.org     | Other          |
| Paige Waggoner  | School Improvement Team Member   | 2173843675   | pwaggoner@usd116.org  | Teacher        |

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| Rhonda Turner | School Improvement Team Member | 2173843675 | rturner@usd116.org | Teacher |
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## Indicator Analysis – Leadership

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| CII7   | All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)   | CL            |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |               |
| Evidence that this indicator has been fully and effectively implemented: | Our PLC has established norms that we revisit and vote on every year. These norms drive our faculty meetings, grade level meetings, RtI problem solving meetings, PBIS committees, and all meetings at King School.  |               |
| IA14   | The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)<br><b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.   | ELL,SP,HQT,SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |               |
| Evidence that this indicator has been fully and effectively implemented: | Yes, as much as possible and as much as our budget allows. We strive to make sure that all staff are highly qualified in their roles.  |               |
| ID01   | A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)<br><b>Title I Expectations:</b> Conduct a comprehensive needs assessment.  | SS,SD,SW      |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |               |
| Evidence that this indicator has been fully and effectively implemented: | King also have revised clear mission and vision statements which guide school improvement efforts. School Improvement Teams meet at the end of the school year to develop and revise SIP goals. There is an empowered leader who keeps the school improvement process moving. There are also King Staff members and the principal who participate on District School Improvement Planning efforts. All of King's SIP efforts are in line with the District's Strategic Plan. |               |
| ID02   | All teams have written statements of purpose and guidelines for their operation. (1013)<br><b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Clarify the Vision for Reform.  | SW            |
| Level of Development or Implementation for this Indicator.               | No development/Implementation  |               |
|  | Not a Priority or Interest   |               |

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| Reason why this indicator is not a priority or interest: | Our teams function professionally and collaboratively at this time. We have agendas and purposeful guidelines that direct our PBIS and RtI problem solving teams. Our PLC spent many months creating a mission and vision which guide our purpose at King which is student learning. |
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| ID06   | The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)  |  | SS |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |    |
| Index:   | 3   | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 1   | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | The principal keeps agendas, work products, and minutes for the PBIS universal team and secondary and tertiary teams. The psychologist maintains agendas/schedules for RtT meetings as well as the schedule for progress monitoring, re-checks, or reviews for individual problem solving plans. The principal also keeps all grade level meeting notes for bi-weekly or monthly grade level team meetings. We need to work toward maintaining minutes and agendas for School Improvement Team meetings to reach full implementation. |  |    |

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| ID07   | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)<br><b>Title I Expectations:</b> Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.                   |  | SS,SW |
| Level of Development or Implementation for this Indicator. | No development/Implementation   |  |       |
|  | Not a Priority or Interest  |  |       |
| Reason why this indicator is not a priority or interest:   | We have a Core RtI/PBIS Leadership team which meets weekly that includes key staff members. We have a blended core team which allows for continuity for shared decision making. We also have Professional Development Cadre members who work with the principal to guide best practice and work closely with all staff. Key staff also participate on district improvement teams and bring information back to the faculty during Monday meetings and grade levels. |  |       |

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| ID08   | The Leadership Team serves as a conduit of communication to the faculty and staff. (1019) |  | SS |
| Level of Development or Implementation for this Indicator. | No development/Implementation   |  |    |
|  | Not a Priority or Interest  |  |    |

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| Reason why this indicator is not a priority or interest: | We already have an effective process in place which serves to guide our shared decision making (i.e. RtI/PBIS Core Team and Professional Development Cadres). |
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| ID10 | The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)<br><b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile. | SS,SW |
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| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | Through the RtI process and our Core Team, we look at benchmark data (e.g. reading and math) three times a year, progress monitoring academics (e.g. weekly, bi-weekly, and monthly) based on the tier of the student, and classroom formative assessments. We also look at behavior data daily, weekly, and monthly (SWIS, CICO). The principal also completes informal classroom walkthroughs using a district developed tool which assesses student and teacher engagement, learning targets, core curriculum use, environmental factors and social emotional learning. The walkthrough data is shared with the staff at the end of each semester disaggregated by individual classes, grade level or school-wide. All of the above data is used to make school improvement decisions and guide our mission and vision. Including: DIBELS, DEA, AimsWeb Math, DRAs, District Sight Word assessments, core curriculum assessments, CAP, SWIS, SSBD, CICO, District walkthrough data |

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| ID11 | Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171) |  |
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| Level of Development or Implementation for this Indicator.               | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented: | We meet bi-monthly in grade level teams (i.e. K, 1, 2, 3, 4, 5) for 60-90 minutes. Teams have a set agenda and complete feedback forms to guide the meeting focus. Teams create grade level SMART goals using grade level data from benchmark which are reviewed regularly. There are also District Staff Development days (i.e. 4 per year) where all grade levels from across the district meet in grade level teams to review curriculum, develop common assessments, and look at data and/or student work. |

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| ID13 | Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173) |  |
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| Level of Development or Implementation for this Indicator.               | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented: | We meet bi-monthly in grade level teams (i.e. K, 1, 2, 3, 4, 5) for 60-90 minutes. Teams have a set agenda and complete feedback forms to guide the meeting focus. Teams create grade level SMART goals using grade level data from benchmark which are reviewed regularly. Grade levels review student assessments and look at student data often. They have focused on developing common assessments to be used across grade levels. |

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| IE05 The principal participates actively with the school's teams. (1026)   |   |       |
| Level of Development or Implementation for this Indicator.   | Full Implementation   |       |
| Evidence that this indicator has been fully and effectively implemented:   | The principal attends grade level team meetings and reviews grade level agendas and feedback forms regularly since she is unable to be at every team meeting every Monday. Additionally, the principal attends weekly RtI problem solving meetings, PBIS meetings, and IEP meetings. The principal also meets regularly with the Professional Development team to plan for yearly professional development and staff development activities. The principal meets with SPED and Title I teams to review caseloads and data. These meetings include meeting with SPED, Title I, and classroom teachers to develop class rosters and thoughtfully plan services and supports in every classroom including support staff needs. |       |
| IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (1027)  |   | SP,SD |
| Level of Development or Implementation for this Indicator.   | Full Implementation   |       |
| Evidence that this indicator has been fully and effectively implemented:   | The principal is an Instructional leader who is visible in classrooms, maintains importance of improving instruction through data analysis, and works with grade level leaders and PD cadres to plan for professional development initiatives. She also plays an active role in collaborating with both teachers and parents, setting small attainable goals to always work toward improvement.   |       |
| IE07 The principal monitors curriculum and classroom instruction regularly. (1028)   |   | SP    |
| Level of Development or Implementation for this Indicator.   | Full Implementation   |       |
| Evidence that this indicator has been fully and effectively implemented:   | The principal monitors curriculum and instruction in a variety of ways. She completes informal walk throughs, reviews lesson plans, reviews and analyzes grade level team SMART Goals and also reviews grade level feedback forms as part of our PLC norms and practices. She also provides leadership in setting I Can Statements/Learning Targets, was a participant in the National Board Take One Process, she actively helps the teachers set instructional goals to improve their teaching and monitors these goals in the classroom as well as through the evaluation process.   |       |
| IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029) |   | SC    |
| Level of Development or Implementation for this Indicator.   | Full Implementation   |       |

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| <p>Evidence that this indicator has been fully and effectively implemented:</p> | <p>The principal does this in a variety of ways most directly in classrooms all of the grade level team meetings, RTI and PBIS meetings, and data meetings all are driven by student data and improving student instruction. The principal completes informal walkthroughs throughout the year which are focused on core instruction, SEL, student engagement, and positive discipline. The supportive supervision plan is structured to allow teachers to set goals and develop professional growth plans to help improve their instruction. The staff development activities are directly related to improving instruction.</p> |
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| IE09  | The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)  | SC |
| <p>Level of Development or Implementation for this Indicator.</p>               | <p>Full Implementation</p>  |    |
| <p>Evidence that this indicator has been fully and effectively implemented:</p> | <p>The principal provides a support system for teachers who are struggling by providing peer mentors, peer coaching, and other support systems. These teachers meet with the principal and the RTI team more frequently to review data and student work to improve instruction. Their lesson plans are reviewed regularly and turned into the principal for approval. The principal observes informally and formally and meets with the teacher regularly to improve student instruction.</p> |    |

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| IE10  | The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)   |  |
| <p>Level of Development or Implementation for this Indicator.</p>               | <p>Full Implementation</p>   |  |
| <p>Evidence that this indicator has been fully and effectively implemented:</p> | <p>Principal recognized the teachers for their achievements when they have accomplished significant awards. The principal recognizes teachers in Faculty meetings. Students, parents, community members, and teachers are recognized during Community Meetings, Semester Honors Assemblies, school-wide newsletters, announcements, and throughout the building on displays.</p> |  |

Indicator Analysis – Curriculum

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| CL16   | Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)  |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |  |
| Index:   | 6  | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | We currently use a 3-tiered model of support where we analyze data to improve all instruction including social emotional and behavior. We use walk through data to help plan for professional development for example incorporating more higher level thinking skills. Strong grade level teams and positive collaboration have helped us implement new practices and supports for Learning. |  |  |

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| CL17   | Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)  |  | SD |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |    |
| Index:   | 6   | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | We currently use a 3-tiered model of support where we analyze data to improve all instruction including social emotional and behavior. We also meet regularly as a Core PBIS team and with staff to review and share behavior data to help make school-based decisions using SWIS data. |  |    |

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| IF05   | Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039) |  | SC,CL |
| Level of Development or Implementation for this Indicator. | No development/Implementation   |  |       |



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|   | Will include in plan   |  |
| Index:  | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:                                 | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:                              | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | No development; the district is implementing a new evaluation tool in 2013-2014 which aligns with the Danielson model and is focused on evidence-based learning. |  |

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| IF06   | Teachers are required to make individual professional development plans based on classroom observations. (1040)   |  |  |
| Level of Development or Implementation for this Indicator. | No development/Implementation   |  |  |
|  | Will include in plan  |  |  |
| Index:   | 9   | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | We are piloting the student growth model in 2013-2014 which will require teachers to create student learning objectives based on student data and classroom observations. These student growth objectives will count for 30% of the teacher's summative evaluation. |  |  |

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| IF08   | Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)   |  | SP,SW |
|  | <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.   |  |       |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |       |
| Index:   | 6  | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |       |
| Current level of development or implementation:            | King utilizes peer professional development and support through staff development with our building level Professional development Cadres, and through grade level meeting discussions. The principal also analyzes informal walk through data with the staff to choose an area of improvement in which to focus. We as a school focus on the district initiatives which align with our strategic plan, the district continuous improvement plan, and our school improvement plan. |  |       |

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| IF10   | Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented: | Our district has done an excellent job of building capacity in teachers by providing them the opportunities to be an instructional leader in during Institute days, Staff Development days (PD Cadres and grade level leaders, and Professional Development offerings on going classes taught throughout the school year. Many of the King Staff take advantage of these opportunities and have become leaders within our district in professional development and in district-wide committee planning and curriculum development. |

Indicator Analysis - Instruction

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| CII6   | Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | We have district wide teams that develop and create curriculum aligned with the common core, Illinois Learning Standards, Learning targets and the progress reports. This includes PBIS curriculum and SEL core curriculum. |  |

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| IIA01  | Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)   |  | SC,SP,ELL |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |           |
| Index:   | 1   | (Priority Score x Opportunity Score)   |           |
| Priority Score:  | 1   | (3 - highest, 2 - medium, 1 - lowest)  |           |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |           |
| Current level of development or implementation:            | District Instructional teams have developed Math and English/Language Arts Curriculum Guides and pacing guides for these Core instructional areas. This process has also been started with a District Science Team. At King we have started developing grade level common assessments in Math for Core units of Study with a strong focus on Mathematics. While completing the common assessment, grade levels are reviewing and agreeing on objectives, sequence, and pre- and post-tests as needed. |  |           |

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| IIA02  | Units of instruction include standards-based objectives and criteria for mastery. (1046)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | All district wide curriculum is developed based on the standards and developed via instructional teams which involve teachers from across the district and cross curriculum. We have implemented a standards based progress report for many years. |  |

Indicator Analysis – Assessment

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| CL19   | All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)   |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | Many if not most of our staff put student learning and focus all of their instruction on improving student learning. We strive to have all King teachers model the behaviors that we wish to see in all of our students in regard to student learning, positive behaviors and discipline, and successful social emotional skills. However, at this time not ALL King teachers consistently model the skills and techniques related to mastery of this indicator. We make every effort to address these skills through professional development, observations, and evaluation but not all staff are at the level of full implementation at this time. |  |

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| CL22   | All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)   |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |
| Index:   | 9   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | All King teachers implement our school-wide system for positive behavior which includes a universal reward system. Core instruction is provided through our SEL curriculum, class meetings and school-wide character traits to teach replacement behaviors and model behavior expectations. However, not ALL teachers differentiate their positive and negative responses toward inappropriate behaviors in the same way. We strive to have all King teachers model the behaviors that we wish to see in all of our students in regard to student learning, positive behaviors and discipline, and successful social emotional skills. However, at this time not ALL King teachers consistently model the skills and techniques related to mastery of this indicator. We continue to support teachers through RtI, PBIS, and grade levels to help them achieve mastery in this indicator. |  |

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| IIC01  | Units of instruction include specific learning activities aligned to objectives. (1083) |  | SC,SS |
| Level of Development or Implementation for this Indicator. |   | Partial Development/Implementation   |       |
| Index:   | 6   | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |       |
| Current level of development or implementation:            |   | We have training and studying through our District PD and building school improvement to look at common assessments across grade levels in the area of Math. We have pacing guides, learning targets/objectives, curriculum guides aligned with the Common Core in the area of Mathematics. We have curriculum guides for English/LA however we have not begun creating common assessments or learning target in this area yet. This will be included in the plan. |       |

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| IIC03  | Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085) |  | SC,ELL |
| Level of Development or Implementation for this Indicator.               |  | Full Implementation  |        |
| Evidence that this indicator has been fully and effectively implemented: |  | The district has provided us with Core Curriculum to address our academic, behavioral, and social emotional needs. |        |

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| IIIA01   | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063) |  | SC,SS |
| Level of Development or Implementation for this Indicator. |  | Partial Development/Implementation   |       |
| Index:   | 6  | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |       |
| Current level of development or implementation:            |  | The district has aligned the learning standards (i.e. ILS and Common Core) through curriculum guides and pacing guides in both reading and math. The curriculum guides include aligned standards for other non-core areas including science, social studies, health, Fine Arts, and PE however these areas do not have pacing guides. We are in the process of aligning these curriculum guides through the use of grade level common assessments, formative assessments, I Can Statements/Learning objectives for other areas (ELA, science, social studies). We are further along in this process for Math but will include in the plan more assessment information for the other content areas. |       |

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| IIIA02 | All teachers develop weekly lesson plans based on aligned units of instruction. (1064) |  | SC,CL |
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| Level of Development or Implementation for this Indicator. | <b>Partial Development/Implementation</b>   |  |
| Index:   | 6   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We have systems in place to collect and review weekly lesson plans. In previous years lesson plans were collected weekly however, the last two years due to our intense professional development programs we have put our focus in other areas instead of lesson plan collection. |  |

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| IIIA05   | All teachers maintain a record of each student's mastery of specific learning objectives. (1067)  |  |  |
| Level of Development or Implementation for this Indicator.               | <b>Full Implementation</b>  |  |  |
| Evidence that this indicator has been fully and effectively implemented: | Progress reports are given out quarterly. We also have benchmark data collected three times a year as well as Discovery Education, Aimsweb, and other reading and math progress monitoring probes. Classroom teachers also collect and maintain their own formative assessments for their class and grade level common assessments. |  |  |

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| IIIA06   | All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)   |  | SP,ELL |
| Level of Development or Implementation for this Indicator. | <b>Partial Development/Implementation</b>   |  |        |
| Index:   | 9   | (Priority Score x Opportunity Score)   |        |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |        |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |        |
| Current level of development or implementation:            | The majority of the faculty assess frequently using formative assessments, analyzes running record data, benchmark tests, progress monitoring, DEA (Discovery Education Assessment), and pre- and post- test data. In order for us to move toward full implementation, we need to work on a more systematic manner to maintain and record data results. |  |        |

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| IIIA07   | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) |                                      | SP,RTI,ELL,SW |
|  | <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.  |                                      |               |
| Level of Development or Implementation for this Indicator. | <b>Partial Development/Implementation</b>   |                                      |               |
| Index:   | 9   | (Priority Score x Opportunity Score) |               |

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| Priority Score:                                 | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:                              | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | The majority of teachers use DRA levels and running records through guided reading groups and/or intervention groups to individualize instruction. Several grade levels have also implemented an intervention model using leveled groups for more differentiated Math instruction. |  |

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| IIIA08 All teachers review the previous lesson. (1070)                   |   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. (1071) |  |  |
| Level of Development or Implementation for this Indicator.                          | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented:            | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. We follow the Common Core and Illinois Learning Standards, I Can Statements, and Progress Report standards in all lessons. |  |

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| IIIA10 All teachers stimulate interest in the topics. (1072)             |   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA11 All teachers use modeling, demonstration, and graphics. (1073)    |   |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |

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| IIIA13 All teachers explain directly and thoroughly. (1075)              |   |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |

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| IIIA14 All teachers maintain eye contact. (1076)                         |   |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |

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| IIIA15 All teachers speak with expression and use a variety of vocal tones. (1077) |   |
| Level of Development or Implementation for this Indicator.                         | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented:           | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |

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| IIIA16 All teachers use prompting/cueing. (1078) |  |
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| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |

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| IIIA17   | All teachers re-teach when necessary. (1079)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA18   | All teachers review with drilling/class recitation. (1080)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers implement drill and practice when appropriate for specific activities such as math facts, sight words, 1-minute fluency practice, letter naming and letter sounds. |  |

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| IIIA19   | All teachers review with questioning. (1081)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA20   | All teachers summarize key concepts. (1082) |  |
| Level of Development or Implementation for this Indicator. | Full Implementation                         |  |

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| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |
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| IIIA21   | All teachers re-teach following questioning. (1086)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA25   | All teachers encourage students to paraphrase, summarize, and relate. (1090)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. This will look different at the K-2 and 3-5 levels. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. We have incorporated training and are implementing more higher level thinking strategies. |  |

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| IIIA26   | All teachers encourage students to check their own comprehension. (1091)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA27   | All teachers verbally praise students. (1092) |  |
| Level of Development or Implementation for this Indicator. | Full Implementation                           |  |

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| Evidence that this indicator has been fully and effectively implemented: | We incorporate positive discipline and school-wide PBIS strategies to maintain positive learning environments and to build community within their classrooms. We praise students verbally during academics as well as for positive student behavior and demonstration of student learning. |
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| IIIA28   | All teachers travel to all areas in which students are working. (1093)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. This looks different at the K-3 and 4-5 levels. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA31   | All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. |  |

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| IIIA32   | All teachers interact managerially with students (reinforcing rules, procedures). (1158)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers implement a school-wide model for PBIS which reinforces classroom rules and procedures. All teachers teach the expectations and follow through consistently with these expectations. We also have school-wide reviews during the year and during monthly assemblies. We also implement boosters when needed to address specific skills where lessons are taught to reinforce the expected behaviors (i.e Social Skill streaming, Second Step, Morning Meeting. Teachers effectively use strategies to engage students in learning and manage classroom procedures. |  |

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| IIIA33   | All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159) |  |
| Level of Development or Implementation for this Indicator. | Full Implementation   |  |

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| Evidence that this indicator has been fully and effectively implemented: | King staff work hard to incorporate a culture for learning, respect and rapport amongst staff, students, and families. Staff demonstrate genuine caring and respect for individual students and students exhibit respect and caring in return. We implement a variety of boosters and activities to build a strong classroom community which in turns strengthens our school-wide sense of community (i.e. Class meetings, morning meeting, special celebrations). |
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| IIIA35   | Students are engaged and on task. (1161)  | SP |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |    |
| Evidence that this indicator has been fully and effectively implemented: | Based on walk through data our students are engaged and on task and our teachers use effective cues and strategies to keep them focused on learning. We have used Bloom's Taxonomy as a tool to help us make sure we are using higher level learning techniques and activities to keep students excited about learning. Several grade levels implement an intervention/small group model to make sure that students are individualized and differentiated which assists with engagement levels. Other strategies uses are using classroom volunteers, tutors, effective routines, as well as our universal school-wide behavior system for PBIS. Most teachers also have agendas and learning targets posted which also focuses student learning. |    |

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| IIIA40   | All teachers assess student mastery in ways other than those provided by the computer program. (1166)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | Our third-fifth grade assessments include a computer based program (i.e. Discovery Education) for benchmarking purposes. Teachers can also use the program to create probes and student assessments more specific to a certain standard or skill when needed. Our AimsWeb program allows us the ability to generate reports, progress monitor, and use probes as needed as well. However, we also utilize formative and common assessments when looking at student progress. |  |

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| IIIB01   | All teachers maintain a file of communication with parents. (1167) |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation                                 |  |
| Index:   | 6  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| Current level of development or implementation: | Our staff does a good job of contacting parents via phone calls, texts, home visits, emails, and in person. They routinely contact parents when there are concerns as well as to share positive news and celebrations. We also encourage all teachers to utilize the King Parent Contact Logs to document phone calls, emails, and personal communication with parents and families. Teachers can turn in their contact logs to the principal or keep their communication logs for their own documentation. We have also created a Parent Feedback Form that parents can complete in order to contact the teacher if they are busy or unavailable and staff get back to them as quickly as possible. |
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| IIIB02   | All teachers regularly assign homework (4 or more days a week). (1168)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | We have a Homework Policy in the King Parent Handbook that all parents receive when they register. All classroom and ESL teachers have daily reading logs as a homework expectation and additional homework expectations vary by grade levels and are explained to parents in many different ways throughout the year (i.e. SEP conference, Curriculum Night/Open House). Specialists work with classroom teachers to modify and adapt homework when necessary. |  |

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| IIIB03   | All teachers check, mark, and return homework. (1169)                                     |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | Depending on the grade level and assignment, teachers check, mark and return accordingly. |  |

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| IIIC01   | When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098)   |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | Teachers have established routines and procedures for asking for, waiting for, and receiving teacher assistance. Many teachers use creative ways to keep their students engaged during transitions, when they have completed an assignment, downtime, or when they are waiting for teacher assistance. King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. |  |

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| IIIC04   | Students raise hands or otherwise signal before speaking. (1101) |  |
| Level of Development or Implementation for this Indicator. | Full Implementation  |  |

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| Evidence that this indicator has been fully and effectively implemented: | All teachers have their own established routines and procedures for participation in classroom instruction which fit into our school-wide expectations for student behavior. This would vary depending on the grade level and the activity. |
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| IIIC05 All teachers use a variety of instructional modes. (1102)         |   |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented: | Based on principal walk through data we utilize direct instruction, small group instruction, and individualized instruction at a high level. Our tiered model for support incorporates universal activities, as well as Tier 2 and Tier 3 interventions using many different strategies depending on the grade level. Based on the nature of the activity, teachers use multiple teaching methods to include all students especially those that are not native English speakers. We continue to strive to include more higher level thinking activities as much as possible throughout all areas of the curriculum. |

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| IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103) |  |
| Level of Development or Implementation for this Indicator.                                      | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented:                        | All King teachers maintain orderly and organized classroom spaces. The rooms are inviting and welcoming to students which in turn helps with spacing for behavior as well as motivating high levels of student engaging. |

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| IIIC08 All teachers display classroom rules and procedures in the classroom. (1105) |   |
| Level of Development or Implementation for this Indicator.                          | Full Implementation   |
| Evidence that this indicator has been fully and effectively implemented:            | King teachers post classroom expectations or a agenda for the students to refer to throughout the day. King teachers implement a school-wide model for PBIS which reinforces classroom rules and procedures. All teachers teach the expectations and follow through consistently with these expectations. We also have school-wide reviews during the year and during monthly assemblies. We also implement boosters when needed to address specific skills where lessons are taught to reinforce the expected behaviors (i.e Social Skill streaming, Second Step, Morning Meeting. Teachers effectively use strategies to engage students in learning and manage classroom procedures. |

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| IIIC09 All teachers correct students who do not follow classroom rules and procedures. (1106) |                     |
| Level of Development or Implementation for this Indicator.                                    | Full Implementation |

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| Evidence that this indicator has been fully and effectively implemented: | All teachers have effective systems for managing whole class procedures and routines. We also make an effort to correct students privately or individually when needed which helps maintain the respect and rapport between teacher and student. Our Tier 2 system for check in check out also allows any staff member to correct students who need more individual support. King teachers implement a school-wide model for PBIS which reinforces classroom rules and procedures. All teachers teach the expectations and follow through consistently with these expectations. We also have school-wide reviews during the year and during monthly assemblies. We also implement boosters when needed to address specific skills where lessons are taught to reinforce the expected behaviors (i.e Social Skill streaming, Second Step, Morning Meeting. Teachers effectively use strategies to engage students in learning and manage classroom procedures. |
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| IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. (1107) |  |
| Level of Development or Implementation for this Indicator.                                       | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented:                         | King teachers implement a school-wide model for PBIS which reinforces classroom rules and procedures. All teachers teach the expectations and follow through consistently with these expectations. We also have school-wide reviews during the year and during monthly assemblies. We also implement boosters when needed to address specific skills where lessons are taught to reinforce the expected behaviors (i.e Social Skill streaming, Second Step, Morning Meeting. Teachers effectively use strategies to engage students in learning and manage classroom procedures. |

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| IIIC12 All teachers engage all students (e.g., encourage silent students to participate). (1109) |   | SP,ELL   |
| Level of Development or Implementation for this Indicator.                                       | Partial Development/Implementation  |  |
| Index:   | 9   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:  | Based on walk through data our students are engaged and on task and our teachers use effective cues and strategies to keep them focused on learning. We have used Bloom's Taxonomy as a tool to help us make sure we are using higher level learning techniques and activities to keep students excited about learning. Several grade levels implement an intervention/small group model to make sure that students are individualized and differentiated which assists with engagement levels. Other strategies uses are using classroom volunteers, tutors, effective routines, as well as our universal school-wide behavior system for PBIS. Most teachers also have agendas and learning targets posted which also focuses student learning. The above behaviors also apply to this area. Other strategies used by MOST but not ALL teachers are student wait time/processing, think-pair-share, thumbs up/thumbs down, choral response, exit slips, and randomly calling on students. These are implemented at a high level by most teachers although less experienced staff and those with struggling learners are working toward full implementation. |  |

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| TL1  | All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)  | SC |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |    |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. This will look different at the K-2 and 3-5 levels. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. We have incorporated training and are implementing more higher level thinking strategies. |    |

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| TL2  | All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331)<br><b>Title I Expectations:</b> Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.  | CL, SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |        |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. We follow the Common Core and Illinois Learning Standards, I Can Statements, and Progress Report standards in all lessons. Learning targets are posted and discussed for Math and other areas so the students are participating in their learning. King teachers implement a school-wide model for PBIS which reinforces classroom rules and procedures. All teachers teach the expectations and follow through consistently with these expectations. We also have school-wide reviews during the year and during monthly assemblies. We also implement boosters when needed to address specific skills where lessons are taught to reinforce the expected behaviors (i.e Social Skill streaming, Second Step, Morning Meeting. Teachers effectively use strategies to engage students in learning and manage classroom procedures. |        |

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| TL5  | All teachers utilize high-quality questions and provide adequate time for student response. (2333)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | King teachers and staff implement effective teaching strategies that model good practice and focus on student learning. We make every effort to focus on an effective framework for teaching and instruction that engages and motivates student learning. This will look different at the K-2 and 3-5 levels. Effective, evidence based teaching is an ongoing district initiative and part of our Strategic Plan so we incorporate professional development and training throughout the school year. We have incorporated training and are implementing more higher level thinking strategies. |  |



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| TL9  | All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)  |  | SC |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |    |
| Index:   | 3  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | <p>All teachers have access to an interactive white board in our computer lab and all teachers have a designated times in the lab. We also have a portable interactive white board available for teacher use. We have improved our use of technology by adding interactive white boards to a few classrooms and will continue to work to get more boards in classrooms for student use. We also have projectors that teachers can check out and use with laptops along with a portable white board. Teachers and specialists utilize iPads during small groups and/or individual instruction. We continue to "strongly encourage" that teachers find and incorporate more technology in their daily classroom instruction.</p> |  |    |

Indicator Analysis - Professional Development

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| IIB01  | Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)   |  | SC |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |    |
| Index:   | 9  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | Currently our 2-5 grades utilize pre and post test data especially in the areas of mathematics. All grade levels have been working to complete common assessments across grade levels in our building and the district is encouraging common assessment development across the district. K-1 also use running records as pre test data to determine instructional reading levels for the literacy block. |  |    |

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| IIB02  | Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (1049)  |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |  |
| Index:   | 9   | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | Currently our 2-5 grades utilize pre and post test data especially in the areas of mathematics. All grade levels have been working to complete common assessments across grade levels in our building and the district is encouraging common assessment development across the district. K-1 also use running records as pre test data to determine instructional reading levels for the literacy block. The guided reading model allows us to assess student's growth in specific reading readiness and reading strategies as they are taught and students are continually assessed in order to facilitate flexible groupings. |  |  |

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| IIB03  | Unit pre-test and post-test results are reviewed by the Instructional Team. (1050) |  | SC |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |    |

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|---|--|--|
| Index:  | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:                                 | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:                              | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | Grade level building and district teams have been looking at student working using an evidence-based argument to show that students are making progress toward exceeding, meeting, and improving in the standards. We are beginning to look at student exemplars in building grade level teams to assess progress towards standards. Also our district student growth model will allow teachers to write student learning objectives which will also include pre and post data to show student growth. |  |

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| IIB04  | Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)   |  | RTI,ELL |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |         |
| Evidence that this indicator has been fully and effectively implemented: | Our Core Rtl/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The Rtl team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. At the primary level teachers use on-going assessments like running records, anecdotal/observations, formative assessments to assess student learning, create flexible groups and differentiate as needed. At the intermediate level, differentiation occurs more specifically based on pre/post data and project based learning. |  |         |

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| IIB05  | All teachers re-teach based on post-test results. (1052)   |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | Our teachers re-teach and assess as needed and continue to adjust using flexible groups based on post test results. Our professional development time spent creating common assessments have helped us look at student work and progress differently but there are still areas in which we can grow. |  |  |

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| IID02  | The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054) |  | SC |
| Level of Development or Implementation for this Indicator. | Full Implementation  |  |    |

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| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. School-wide we have data days where the Core team meets with every teacher to review their benchmarking data at least three times a year. |
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| IID03  | Teachers receive timely reports of results from standardized and objectives-based tests. (1055)   | SC |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |    |
| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. School-wide we have data days where the Core team meets with every teacher to review their benchmarking data at least three times a year. During these data days meetings with the teachers they have their classroom composites data for literacy, math, and behavior which we give them in advance of the meeting. |    |

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| IID04  | The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)  | SS,ELL |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |        |
| Evidence that this indicator has been fully and effectively implemented: | The District currently uses Skyward for attendance, demographic information, placement information, and behavior management. We use SWIS, DEA, and Aimsweb for instructional data warehousing and behavior. We also have the ability to create instructional probes for progress monitoring on both Aimsweb and DEA as well as progress monitoring ODRs and CICO data using SWIS. Teachers analyze these data points through the RtI process and use data to inform their instruction. They also meet with grade level teams to monitor SMART goal progress. |        |

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| IID06  | Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057) | SS,SD  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| Current level of development or implementation: | We set yearly/semester goals through grade level SMART goals which teachers analyze during grade level meetings. Grade levels also complete Professional Learning Feedback forms to share with all staff. Parents receive a handbook which includes policy and procedures which are discussed during PTO meetings and PAC meetings. Parents are also surveyed twice a year regarding their input on improving school practices and policies and teachers are surveyed yearly. We can include a student survey in the plan. The principal shares Data Walkthrough results with staff for student engagement and social emotional learning twice a year. We will include in the plan a more coordinated system for reporting data and progress to the entire school community (i.e. staff, parents, students, community). |
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| IID07  | The Leadership Team monitors school-level student learning data. (1058)   | SC,SS,SD |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |          |
| Evidence that this indicator has been fully and effectively implemented: | Our RtI team works closely with teachers to analyze student learning data three times a year during benchmark testing periods. Teachers keep data binders which include benchmark data for both reading and math, formative assessments, common assessments, I Can statements/learning targets, and quarterly progress reports. |          |

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| IID08  | Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)  | SC,SP |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |       |
| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. |       |

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| IID09  | Instructional Teams use student learning data to plan instruction. (1060)  | SC,CL |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |       |
| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. At the primary level teachers use on-going assessments like running records, anecdotal/observations, formative assessments to assess student learning, create flexible groups and differentiate as needed. At the intermediate level, differentiation occurs more specifically based on pre/post data and project based learning. |       |

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| IID10  | Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061)   | RTI,CL |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |        |
| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. At the primary level teachers use on-going assessments like running records, anecdotal/observations, formative assessments to assess student learning, create flexible groups and differentiate as needed. At the intermediate level, differentiation occurs more specifically based on pre/post data and project based learning. |        |

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| IID11  | Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062)<br><b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.   | SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |    |
| Evidence that this indicator has been fully and effectively implemented: | Our Core RtI/PBIS team meet with staff to review on-going data for academics, social/emotional, and behavioral needs regularly. The RtI team shares and reviews Benchmark academic data quarterly with teachers. Staff participate in grade level team meetings where data is shared and reviewed to help make data based decisions. Tier 2, Tier 3, and IEP students are progress monitored and their goals are adjusted based on their progress. At the primary level teachers use on-going assessments like running records, anecdotal/observations, formative assessments to assess student learning, create flexible groups and differentiate as needed. At the intermediate level, differentiation occurs more specifically based on pre/post data and project based learning. |    |

Indicator Analysis - Community and Family

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|--|---|--|
| CF1  | All teachers share school policy on homework with primary caregivers. (2340)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | Our homework policy was developed through a working group of parents and teachers. It is included in the Parent Handbook and reviewed with parents during parent conferences before school starts, during a beginning of the year PTO meeting, during Curriculum Night/Open House in September. |  |

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| CL15   | All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)   |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We have greatly improved our Family Engagement activities and include activities monthly related to learning, social emotional, and celebrations. Parents are encouraged to be active partners in our decision making efforts through PTO and committees where their input is valued and appreciated. Policies like the homework policy and classroom visit policy are created with parent input and feedback. The classroom visit policy includes a Parent Feedback form where parents can ask questions or relay their concerns at any time. We survey our parents and use their feedback for planning events, academics and social activities. In collaboration with the parents, we just created a parent teacher conference feedback form to include the family's voice in planning for the conference's content. We regularly communicate with parents at arrival and dismissal times as well. We can work toward including more Child-Centered Feedback. We continue to work toward all parents to provide more individualized learning activities and individualized feedback. |  |

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| CL6  | School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341) | SC |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |    |

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|---|---|--|
| Index:  | 9   | (Priority Score x Opportunity Score)   |
| Priority Score:                                 | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:                              | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | The focus on family engagement has centered on improving the links to learning and the communication between teachers and families facilitated through the building principal. The principal has created systems and supports to allow parents and families to participate in their child's learning. We have strong parent support, volunteers, mentors, and tutors who work with leadership to help with student learning. Parents play an active role in school governance to create new policies and procedures and sharing the curriculum, progress reports, etc. in our building. There are also many opportunities for parents to share their feedback at the district level through surveys and committee work. |  |

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| IE13   | The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | The principal attends all PTO meetings and Parent Committees so the families have a direct line to her at all times to share their concerns, praise, or feedback. She attends all Family Events and includes parent and teacher input for all events and activities at King. The principal works directly with teachers and families to create systems of support and trust. The principal has set up a strong system of collaboration amongst staff, staff development, and master schedules, etc. which all center around student learning. |  |

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| IIIB06   | All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)<br><b>Title I Expectations:</b> The plan must articulate strategies to increase parental involvement.   |  | SC,SP,ELL,SW |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |              |
| Index:   | 9   | (Priority Score x Opportunity Score)   |              |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |              |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |              |
| Current level of development or implementation:            | We have parent teacher conferences twice a year and expect 100% parent participation. We realize we need to pilot and implement changes in our parent teacher conference model to help make the process more family friendly. We would like a model in which we elicit feedback from parents regarding their student's progress while also allowing parents an opportunity to participate more in the conference discussion. Other ways we report to parents are through quarterly school-wide newsletters, links to learning in newsletters, and during Curriculum Night and SEP conferences where the progress report is reviewed and distributed early in the year to allow parents time to ask questions outside of the P-T conference. |  |              |



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| IVA03  | The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)  |  | SP |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |    |
| Index:   | 9  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | <p>We currently have a District Title I Parent/Student/Teacher/Principal Compact that all school-wide Title I buildings include in their Parent Handbooks. We do not have a specific compact for King School at this time. However, in our current King School Parent Handbook we include: *Goals for study habits and our Homework Policy (which includes reading expectations, homework, study habits) *Expectations for Student Behavior and our PBIS Matrix *A Mission Statement developed through our Professional Learning Community *Our Vision Statement includes expectations for staff, students, and families *We also have a Classroom Visit Policy and Parent Feedback Form for families We could easily include our learning goals and benchmark targets in our Parent Handbook. We have also been focused on including more Family Engagement opportunities for our families. A goal this year has been to be more deliberate in including a link to learning for our families in all activities (newsletters, Curriculum Night, displays, and Family Nights). We have also surveyed our parents to find out what other parent resources and parent education opportunities that they might want to see more of here at our school.</p> |  |    |

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| IVD01  | The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)   |  | SP |
| Level of Development or Implementation for this Indicator. | No development/Implementation  |  |    |
|  | Not a Priority or Interest   |  |    |
| Reason why this indicator is not a priority or interest:   | <p>We currently have a District Title I Parent/Student/Teacher/Principal Compact that all school-wide Title I buildings include in their Parent Handbooks. We do not have a school compact specific for our school. We will continue to use the district compact to provide consistently across all elementary schools in the district. However, in our current King School Parent Handbook we include: *Goals for study habits and our Homework Policy (which includes reading expectations, homework, study habits) *Expectations for Student Behavior and our PBIS Matrix *A Mission Statement developed through our Professional Learning Community *Our Vision Statement includes expectations for staff, students, and families *We also have a Classroom Visit Policy and Parent Feedback Form for families We annually distribute the parent handbook to parents and families at registration and to staff at the beginning of the year. We do not distribute it to students at this time since all families receive a copy.</p> |  |    |

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| IVD02  | The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115) |                                      | SP |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |                                      |    |
| Index:   | 9  | (Priority Score x Opportunity Score) |    |

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|---|---|--|
| Priority Score:                                 | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:                              | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | We have been focusing more on providing quality family engagement and making sure our families know what we are teaching and why and what their children are learning and at what level. We have made a more deliberate effort to include links to learning in all communication with parents. Our PTO has been very supportive and they have helped us plan for family engagement opportunities and giving us feedback. We have an open door policy for parent visits, parent teacher contact logs, newsletters, Parent Teacher Contact Forms, phone calls and emails. We already have a platform established to provide opportunities to discuss learning goals with parents during SEP Conferences in August and during Curriculum Night/Open House. We realize there is a need to provide more of an opportunity for an "ongoing conversation" during parent teacher conferences. |  |

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| IVD03  | The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)   | SC,SP |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |       |
| Evidence that this indicator has been fully and effectively implemented: | We have been focusing more on providing quality family engagement and making sure our families know what we are teaching and why and what their children are learning and at what level. We have made a more deliberate effort to include links to learning in all communication with parents. Our PTO has been very supportive and they have helped us plan for family engagement opportunities and giving us feedback. We have an open door policy for parent visits, parent teacher contact logs, newsletters, Parent Teacher Contact Forms, classroom visit policy, homework policy, phone calls and emails. We already have a platform established to provide opportunities to discuss learning goals with parents during SEP Conferences in August and during Curriculum Night/Open House. We have parent teacher conferences twice a year and expect 100% parent participation. We realize we need to pilot and implement changes in our parent teacher conference model to help make the process more family friendly. We would like a model in which we elicit feedback from parents regarding their student's progress while also allowing parents an opportunity to participate more in the conference discussion. |       |

Indicator Analysis – Conditions for Learning

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| CL1  | The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)<br><b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met. | RTI, SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |         |
| Evidence that this indicator has been fully and effectively implemented: | We have implemented a full three-tiered model for Rtl which includes problem solving team meetings, progress monitoring for academic and behavior, which includes academic, social, emotional and behavioral core curriculum and Tier 2/Tier 3 interventions.  |         |

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| CL10   | The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |
| Evidence that this indicator has been fully and effectively implemented: | We implement a PBIS school-wide universal system as well as Tier 2 (i.e. check in check out, function based (FBA) interventions, social academic and instructional groups) and Tier 3 (i.e. wrap plans and complex FBAs interventions). This system is supported through our school-wide PBIS matrix, universal reward system, core SEL curriculum (i.e. Second Step) school-wide celebrations, semester PBIS expectation walk throughs, and PBIS bully prevention (i.e. stop, walk, talk). We are a fully-implementing PBIS recognized school for the last three years and since implementing the PBIS school-wide model academic achievement has improved signifi Our academic universal includes both core curriculums for reading and math. We also implement several Tier 2 interventions ReadWell, Fountas and Pinnell-LLI, Read Naturally, a leveled literacy library, Reading A-Z and Saxon Math. Our Tier 3 interventions include Language!, Saxon Math, and ReadWell. |  |

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| CL11   | The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352) |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |
| Index:   | 2   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| Current level of development or implementation: | Our RtI team is structured in such a way that staff are emotionally supported and it is a safe place to brainstorm and share ideas. We currently offer different health and wellness support systems at different times of the year to encourage one another but have not implemented them systematically or uniformly at this time. Our staff supports health and wellness activities for their students as well and they promote our fresh fruit and vegetable grant program. Most grade levels work well together and teachers plan and collaborate together outside of formal meeting times. |
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| CL12 | All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353) |  |
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| Level of Development or Implementation for this Indicator. | Partial Development/Implementation |  |
| Index:   | 2                                  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 1                                  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 2                                  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| Current level of development or implementation: | Our systems accommodate cultural differences and tolerance which is supported through our diverse, multilingual student and staff population. Our teaching staff does reflect the student population with a diverse teaching staff. We work hard to incorporate different strategies and techniques to engage and motivate students to learn. Our RtI system works hard to use our data to identify those students who are dis-engaged in their learning to re-engage them as well as student groups who may need more diverse teaching methods. Our multicultural program provides native language instruction for some languages, transitional bilingual math for our Chinese speakers, and clustering languages in the regular classrooms together. We also make attempts to translate papers and school systems to make for an easier transition to our American school culture. We also have school celebrations and our motto which support diversity. We have also completed book study professional development opportunities for poverty and issues related to low SES related concerns. |
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| CL2 | School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344)<br><b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met. | SW |
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| Level of Development or Implementation for this Indicator. | Full Implementation |
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| Evidence that this indicator has been fully and effectively implemented: | Things we are doing: 21st Century Grant, some title teachers provide push-in services that allows all students to use title purchased materials, planning and collaboration for this service is done during Monday meetings or teacher meetings, book study that we've done this year on informative assessments, our school took part in Take One training, community resources that we've used: partnering with McDonalds to purchase Smart Board, STEM training( science resource from U of I), Prairie Center(for 21st Century Grant), Urbana Park District(for 21st Century Grant), RTI allows us to problem solve student services so that they are not peace mealed |
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| CL3  | School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)  |  | SD,RTI |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |        |
| Evidence that this indicator has been fully and effectively implemented: | 21st Century grant developed rubrics for each class to show growth and understanding, AIMS web for entering data, Principal walk through, Sky Ward, SWIS, district sends home parent surveys. |  |        |

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| CL4  | All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)  |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | We have mission and vision statements created for our Professional Learning Community. We are also a fully implementing PBIS recognized school with Tier 1-3 supports in place. We implement the District's SEL curriculum called Second Step and Morning Meeting. We also promote positive interactions amongst teachers, parents/guardians, and students, through school-wide family engagement activities. We have also focused on academic learning targets and evidence based common assessments and formative assessments. Teachers display learning targets with multiple steps to reach their learning goals and objectives. |  |  |

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| CL5  | School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)  |  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |  |  |
| Evidence that this indicator has been fully and effectively implemented: | We have implemented with integrity District initiated professional development cadres, our building has several grade level leaders, staff members that are nationally board certified, staff members who present at district level meetings, and staff members on several district level planning cadres/comitees. Our principal models enthusiasm and understanding of new district initiatives. Our principal actively seeks staff members for their expertise and experience to help implement new initiatives and encourages their participation in the district's school improvement initiatives. |  |  |

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| CL7  | The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348) |  | SS |
| Level of Development or Implementation for this Indicator. | Full Implementation   |  |    |

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| Evidence that this indicator has been fully and effectively implemented: | We implement a school-wide model for PBIS and positive discipline through our RTI process which has shown significant decreases in ODR data while building a strong positive learning environment which is safe and conducive to learning. We are working hard to be more family friendly and engage families in the positive culture and climate while also linking them to student learning. The following interventions and expectations are already in place which create a positive, welcoming, environment that is conducive to learning: • PBIS School-wide universal behavior program • Second Step Social Emotional Learning Curriculum • Morning Meetings and Class Meetings • The Stop/Walk/Talk Program • Character Education focusing on the following district adopted traits: Respect, Responsibility, Integrity, Compassion, Cooperation, and Perseverance • School-wide Community Meetings and Celebrations • Classroom behavior management plans aligned with our positive behavior support program |
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| CL8  | The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)  | RTI |
| Level of Development or Implementation for this Indicator.               | Full Implementation   |     |
| Evidence that this indicator has been fully and effectively implemented: | Our Professional Learning Community supports teachers through twice monthly Monday Faculty and PD meetings, twice monthly grade level meetings, and weekly teacher collaborations for SPED students, families and their teachers. We also support teachers through weekly RTI problem solving meetings and PBIS meetings planning meetings. |     |

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| CL9  | All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350)<br><b>Title I Expectations:</b> Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. | SW   |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 2  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | There are some King teachers who co-teach various subjects (math, SEL, reading, science), title, SPED, social worker, library push into classroom, grade level collaborations/consultations, RTI meetings, some teachers have U of I supports into classroom, invite teacher collaborator into classroom(Brad from U of I).  |  |

Action Plan - Monitoring Process

| Key Code | Objectives   | Indicator Type   | Assigned to    | Target date | Tasks | % Tasks Completed | Objective Status |
|----------|--|--|----------------|-------------|-------|-------------------|------------------|
| CL16     | Professional development for teachers will be determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)   |  | Dionne Webster | 05/24/2015  | 4     | 75%               |                  |
| Tasks    |  |  |                |             |       |                   |                  |
| Task ID  | Task Description   | Comments   | Assigned to    | Completed   |       |                   |                  |
| 1        | 1. Grade levels will be provided with times to meet at least once a month to monitor progress toward their student growth objectives.  | Grade level teams meet at least once (several times twice a month) to monitor their progress toward their student growth objectives.   | Dionne Webster | 05/02/2014  |       |                   |                  |
| 2        | 2. We will create a collaboration and Response to Intervention/Rti schedule that allows for peer coaching and peer mentoring. We will utilize the instructional coach and professional cadre team members to support grade levels and individual teachers.   | Notes from 2/12/14 Meeting...we are going to create an agenda for Rtl meetings to provide more structure to the meeting and maximize the Rtl 30 minute time slot. We are going to work on an intervention menu to give to all teachers. We will encourage our instructional coach to attend Rtl meetings as her schedule permits to help brainstorm interventions. 5/2/14 Notes...this is something that we will continue to work on in the upcoming school year.  | Dionne Webster |             |       |                   |                  |
| 3        | Professional Development Cadre/PD Cadre inservices focused on responsive teaching through differentiated instruction will be provided to the staff on a monthly basis.   | 2/12/14 Notes: We want to encourage more discussion about differentiation in the classroom to get an idea of where teachers are in the process. We will create a survey monkey about differentiation to get input from teachers to determine where we need to go to enhance differentiation in our school. 5/2/14 We discussed the results of the differentiation survey monkey as a staff. We have a clear plan of where we want to go next year to enhance differentiated instruction across grade levels and subject areas. | Dionne Webster | 05/02/2014  |       |                   |                  |
| 4        | The building principal will share data gathered during weekly reviews of teachers' lesson plans, classroom observations, and individual conversations with teachers (omitting names and other identifying information) with the Rising Star team to determine the specific professional development needs of the staff as a whole. Rising star | The building principal discussed the data she gathered from weekly reviews of lesson plans with the Rising Star Team and PD Cadre members (omitting names) to discuss areas the staff needed additional support. We created a differentiation survey as a Rising Star team and distributed it to the staff to gain more information  | Dionne Webster | 05/02/2014  |       |                   |                  |

|   |   |  |
|---|---|--|
| team members' input will also be included in the determination of the specific professional development needs of the staff. | about differentiation. The PD Cadre members focused on the areas of the Danielson Framework that the principal pointed out as areas that needed additional support. |  |
|---|---|--|

| Key Code | Objectives  | Indicator Type | Assigned to | Target date | Tasks | % Tasks Completed | Objective Status |
|----------|---|----------------|-------------|-------------|-------|-------------------|------------------|
| IF05     | Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039) | SC,CL          |             | 05/29/2015  | 4     | 50%               |                  |

Tasks

| Task ID | Task Description   | Comments  | Assigned to    | Completed  |
|---------|--|---|----------------|------------|
| 1       | 1. The district will provide training and the necessary tools to implement the Danielson Framework with fidelity.  | Staff members received the Danielson Framework materials from the Professional Development Cadre members with an overview for the year.                         | Natalee Bretz  | 08/19/2013 |
| 2       | 2. We will continue to provide grade level meeting time on the Monday meeting schedule so that teachers have time to reflect upon their use of the Danielson Framework with their colleagues.  | Teachers received their monthly grade level meeting and Monday professional development meeting times throughout the school year. These meetings will continue. | Dionne Webster | 05/02/2014 |
| 3       | 3. The principal will utilize the data collected from classroom walkthroughs to ensure effective teaching and classroom management strategies are being implemented effectively in the classroom.                                      |   | Dionne Webster |            |
| 4       | Teachers will be provided with a self-assessment tool aligned with the Danielson Framework that will allow them to reflect upon their daily teaching practices in order to improve their overall teaching performance and instruction. | We received a self-assessment tool at PD Cadre training on June 5, 2014. We will use this tool in the upcoming school year.                                     | Dionne Webster |            |



| Key Code | Objectives  | Indicator Type   | Assigned to | Target date    | Tasks      | % Tasks Completed | Objective Status |
|----------|---|--|-------------|----------------|------------|-------------------|------------------|
| IF08     | Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)<br><b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.  | SP,SW  |             | 05/29/2015     | 4          | 75%               |                  |
| Tasks    |   |  |             |                |            |                   |                  |
| Task ID  | Task Description  | Comments   |             | Assigned to    | Completed  |                   |                  |
| 1        | 1. Following the first benchmark, grade levels will review and assess current levels of functioning using: student work, writing samples across the curriculum, Benchmark Assessment System/BAS scores, and ThinkLink probes to determine a school goal.  | Teachers met together in their grade level teams to discuss their data throughout the year to increase student achievement.  |             | Dionne Webster | 05/02/2014 |                   |                  |
| 2        | Staff will read and discuss chapters in the book Differentiation and the Brain. We will reflect upon our current practices and continue to strengthen our understanding of teaching strategies in order to provide our students with the best possible instruction.   | Our Professional Development/PD Cadre leaders assigned chapters of the book Differentiation and the Brain during their designated meeting times. The PD Cadre members created activities for the staff to process the information they read in the assigned chapters throughout the school year. |             | Dionne Webster | 05/02/2014 |                   |                  |
| 3        | Teachers will use the four domains of the Danielson Framework as a guide to enhance their teaching practices in regards to: planning and preparation, the classroom environment, instruction, and professional responsibilities. Teachers will reflect upon their current practices and participate in grade level and whole staff professional development related to the Danielson Framework. | We discussed the Danielson Framework throughout the school year as a staff as a map for quality instruction as a whole. Teachers reflected individually, in small groups, and as a whole staff about their teaching using the Danielson Framework to guide their thinking and reflection.        |             | Dionne Webster | 05/02/2014 |                   |                  |
| 4        | During faculty meetings, the staff will reflect upon results of classroom observations and walkthrough data to determine areas of need across the building to support quality instruction. Professional development will be provided by the principal, the professional development cadre, and central office staff in the identified areas.  | We discussed and reviewed our walkthrough data on May 2, 2014. We decided it is important for us to do this more often during the school year to determine areas of need in the building to enhance instruction. This will be a focus next year.   |             | Dionne Webster |            |                   |                  |

## Report Card Data Overview

## Percent (%) of Students Meeting and Exceeding State Standards - ISAT/PSAE

## % Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

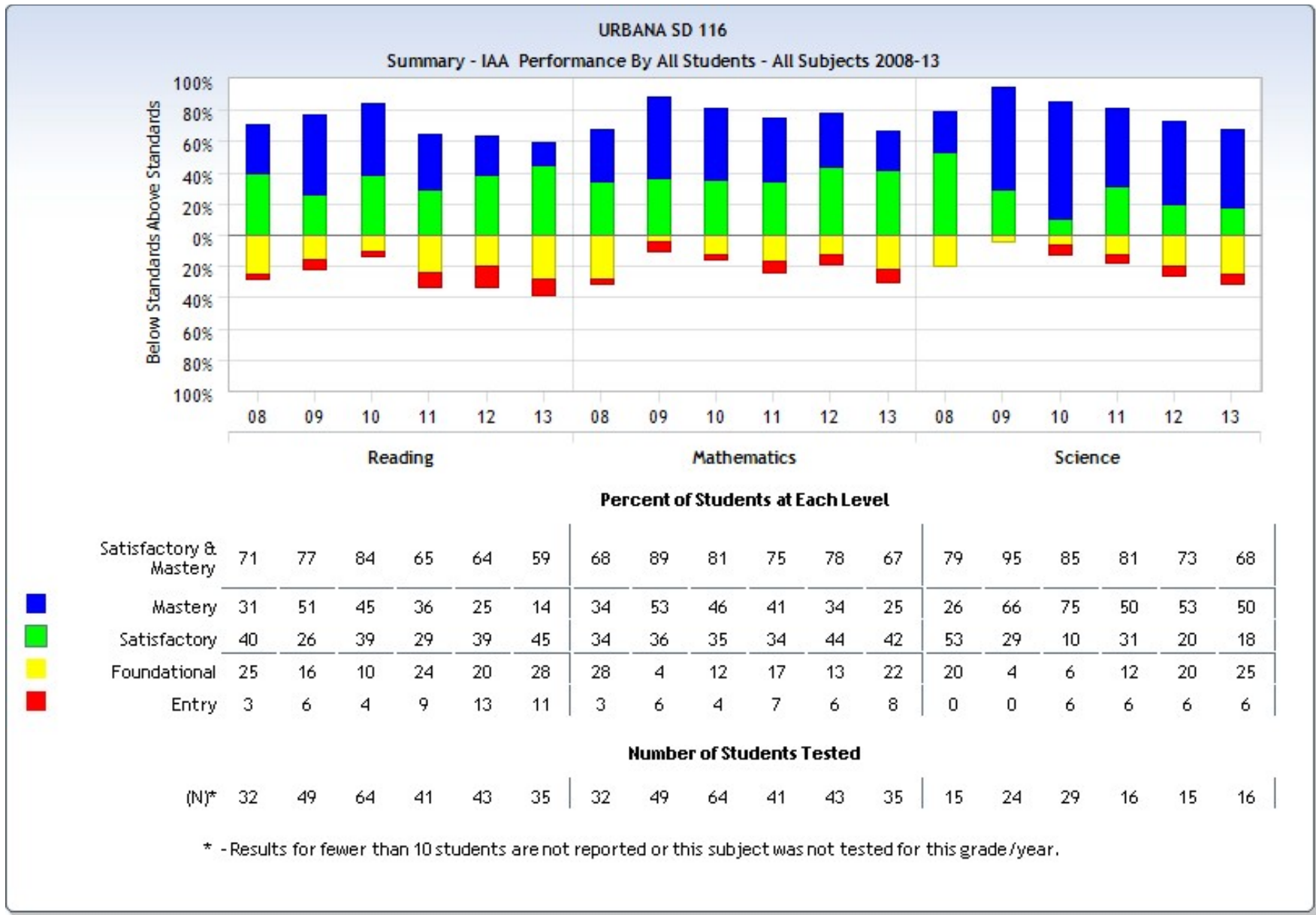
|                                   | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Reading - ISAT Results</b>     |             |             |             |             |             |             |
| <b>SubGroups</b>                  | <b>69.5</b> | <b>66.9</b> | <b>72.3</b> | <b>72</b>   | <b>64</b>   | <b>44.8</b> |
| White                             | -           | -           | -           | -           | -           | -           |
| Black                             | 65.2        | 55.6        | 65.8        | 64          | 56.3        | 31          |
| Hispanic/Latino                   | -           | -           | -           | -           | -           | -           |
| Asian                             | 69.6        | 76.9        | -           | 100         | 92.3        | 75          |
| American Indian or Alaska Native  | -           | -           | -           | -           | -           | -           |
| Two or More Races                 | -           | -           | -           | -           | -           | -           |
| LEP                               | 71.4        | 80.6        | 66.7        | -           | -           | 50          |
| Students with Disabilities        | -           | 9.1         | -           | 18.2        | 31          | -           |
| Low Income                        | 70.4        | 62          | 69.8        | 69.4        | 59.5        | 43.3        |
| Native Hawaiian/Pacific Islander  | -           | -           | -           | -           | -           | -           |
| <b>Mathematics - ISAT Results</b> |             |             |             |             |             |             |
| <b>SubGroups</b>                  | <b>84.7</b> | <b>77.4</b> | <b>73.9</b> | <b>82.4</b> | <b>68.8</b> | <b>34.3</b> |
| White                             | -           | -           | -           | -           | -           | -           |
| Black                             | 82.6        | 68.1        | 61.8        | 73.3        | 53.9        | 17.6        |
| Hispanic/Latino                   | -           | -           | -           | -           | -           | -           |
| Asian                             | 91.3        | 100         | 89.7        | 100         | 97.5        | 71.4        |
| American Indian or Alaska Native  | -           | -           | -           | -           | -           | -           |

|                                  |      |      |      |      |      |      |
|----------------------------------|------|------|------|------|------|------|
| Two or More Races                | -    | -    | -    | -    | -    | -    |
| LEP                              | 88.6 | 90.4 | 88.2 | 96.3 | 81.2 | 23.5 |
| Students with Disabilities       | -    | 27.3 | -    | 36.4 | 34.5 | -    |
| Low Income                       | 85.7 | 74   | 71.8 | 80   | 65.9 | 33.8 |
| Native Hawaiian/Pacific Islander | -    | -    | -    | -    | -    | -    |

**ACCESS Results**

- No students tested for **ACCESS** in **Grade K**
- No students tested for **ACCESS** in **Grade 1**
- No students tested for **ACCESS** in **Grade 2**
- No students tested for **ACCESS** in **Grade 3**
- No students tested for **ACCESS** in **Grade 4**
- No students tested for **ACCESS** in **Grade 5**
- No students tested for **ACCESS** in **Grade 6**
- No students tested for **ACCESS** in **Grade 7**
- No students tested for **ACCESS** in **Grade 8**
- No students tested for **ACCESS** in **Grade 9**
- No students tested for **ACCESS** in **Grade 10**
- No students tested for **ACCESS** in **Grade 11**
- No students tested for **ACCESS** in **Grade12**

**IAA Results**



## Assessment Data Reading

**% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)**

|                                  | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Grade 3 SubGroups</b>         | <b>71.4</b> | <b>56</b>   | <b>66.7</b> | <b>75.8</b> | <b>50</b>   | <b>36.5</b> |
| White                            | -           | -           | -           | -           | -           | -           |
| Black                            | 57.9        | 46.7        | 62.5        | 66.7        | 41.9        | 25.7        |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | 83.3        | 76.9        | -           | -           | -           | 75          |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | 78.9        | 68.8        | 66.7        | -           | -           | 50          |
| Students with Disabilities       | -           | 9.1         | -           | -           | 18.8        | -           |
| Low Income                       | 65.6        | 50          | 67.4        | 74.2        | 45          | 34          |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 4 SubGroups</b>         | <b>69</b>   | <b>77.8</b> | <b>71.1</b> | <b>75</b>   | <b>58.5</b> | <b>43.2</b> |
| White                            | -           | -           | -           | -           | -           | -           |
| Black                            | 65.2        | 64.7        | 66.7        | 65.7        | 51.9        | 24          |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | 54.5        | -           | -           | 100         | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |

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|                                  |             |             |             |             |             |             |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | 62.5        | 93.3        | -           | -           | -           | -           |
| Students with Disabilities       | -           | -           | -           | -           | -           | -           |
| Low Income                       | 74.3        | 72          | 66.7        | 72          | 56.4        | 42.9        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 5<br/>SubGroups</b>     | <b>67.6</b> | <b>71.4</b> | <b>81.8</b> | <b>63.9</b> | <b>80.4</b> | <b>58.3</b> |
| White                            | -           | -           | -           | -           | -           | -           |
| Black                            | 70.4        | 60          | 70          | 60          | 75.9        | 45.8        |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | -           | -           | -           | -           | 92.3        | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | -           | -           | -           | -           | -           | -           |
| Students with Disabilities       | -           | -           | -           | 18.2        | 46.2        | -           |
| Low Income                       | 71          | 69          | 76.9        | 59.3        | 76.2        | 57.1        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |

## Assessment Data Mathematics

**% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)**

|                                  | 2008      | 2009        | 2010        | 2011        | 2012        | 2013        |
|----------------------------------|-----------|-------------|-------------|-------------|-------------|-------------|
| <b>Grade 3 SubGroups</b>         | <b>81</b> | <b>71.7</b> | <b>74.5</b> | <b>89.2</b> | <b>62.3</b> | <b>22.8</b> |
| White                            | -         | -           | -           | -           | -           | -           |
| Black                            | 68.4      | 56.7        | 62.5        | 81          | 46.9        | 11.4        |
| Hispanic/Latino                  | -         | -           | -           | -           | -           | -           |
| Asian                            | 91.7      | 100         | 88.2        | -           | 100         | 50          |
| American Indian or Alaska Native | -         | -           | -           | -           | -           | -           |
| Two or More Races                | -         | -           | -           | -           | -           | -           |
| LEP                              | 89.5      | 94.7        | 90.9        | 100         | 81.2        | 23.5        |
| Students with Disabilities       | -         | 27.3        | -           | -           | 31.2        | -           |
| Low Income                       | 78.1      | 65.9        | 74          | 88.6        | 60.4        | 22.6        |
| Native Hawaiian/Pacific Islander | -         | -           | -           | -           | -           | -           |
| <b>Grade 4 SubGroups</b>         | <b>81</b> | <b>75</b>   | <b>69.8</b> | <b>83.1</b> | <b>72.3</b> | <b>29.7</b> |
| White                            | -         | -           | -           | -           | -           | -           |
| Black                            | 78.3      | 64.7        | 58.3        | 71.4        | 55.6        | 16.7        |
| Hispanic/Latino                  | -         | -           | -           | -           | -           | -           |
| Asian                            | 90.9      | -           | 91.7        | 100         | 100         | -           |
| American Indian or Alaska Native | -         | -           | -           | -           | -           | -           |

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|                                  |             |             |             |           |             |             |
|----------------------------------|-------------|-------------|-------------|-----------|-------------|-------------|
| Two or More Races                | -           | -           | -           | -         | -           | -           |
| LEP                              | 87.5        | 84.2        | 83.3        | 92.3      | -           | -           |
| Students with Disabilities       | -           | -           | -           | -         | -           | -           |
| Low Income                       | 85.7        | 69.2        | 64.5        | 80        | 71.1        | 28.6        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -         | -           | -           |
| <b>Grade 5<br/>SubGroups</b>     | <b>94.1</b> | <b>87.5</b> | <b>77.8</b> | <b>75</b> | <b>72.2</b> | <b>53.5</b> |
| White                            | -           | -           | -           | -         | -           | -           |
| Black                            | 96.3        | 84          | 65          | 70        | 60          | 26.9        |
| Hispanic/Latino                  | -           | -           | -           | -         | -           | -           |
| Asian                            | -           | -           | -           | -         | 93.3        | 100         |
| American Indian or Alaska Native | -           | -           | -           | -         | -           | -           |
| Two or More Races                | -           | -           | -           | -         | -           | -           |
| LEP                              | -           | 92.9        | -           | -         | -           | -           |
| Students with Disabilities       | -           | -           | -           | 36.4      | 38.5        | -           |
| Low Income                       | 93.5        | 87.9        | 75.9        | 70        | 66.7        | 52.4        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -         | -           | -           |



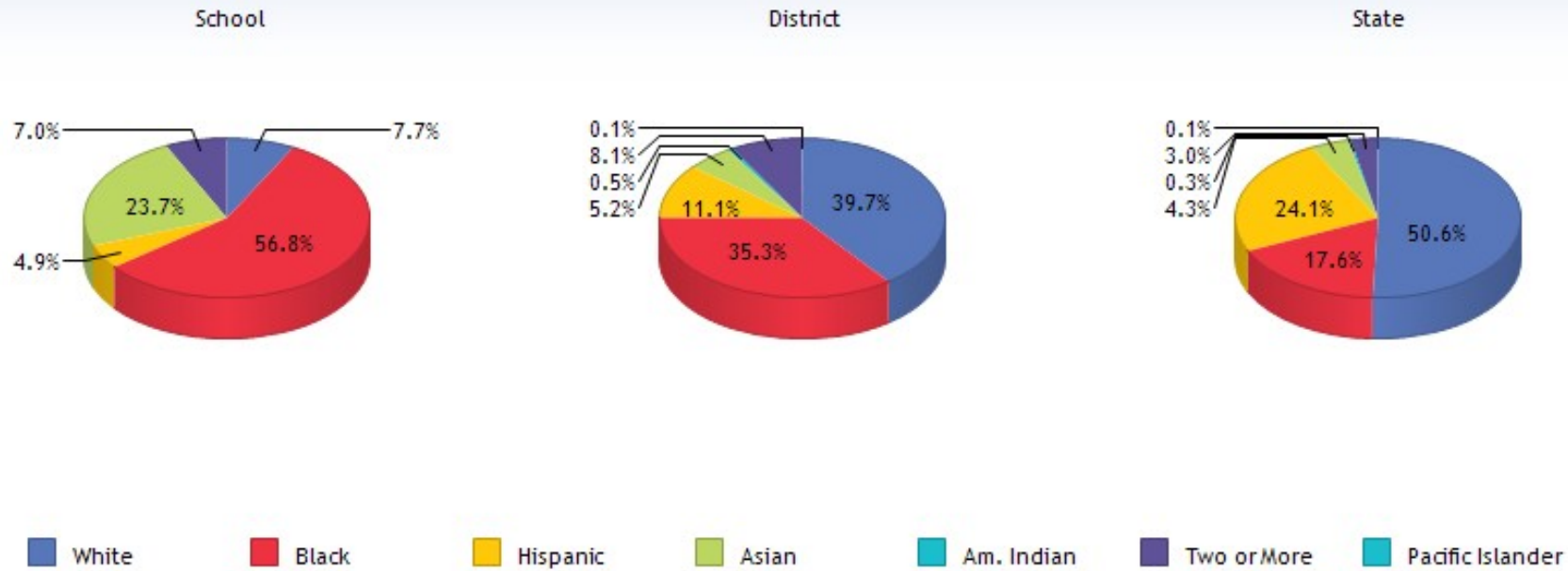
## School Information

| District Information                  |      |      |      |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|------|------|------|
|                                       | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Attendance Rate (%)                   | 95.5 | 95.5 | 95.0 | 95.2 | 94.7 | 95.1 | 95.1 | 95.3 |
| Truancy Rate (%)                      | 1.7  | 0.0  | 0.4  | 0.7  | 1.0  | 1.4  | 4.7  | 4.9  |
| Mobility Rate (%)                     | 37.4 | 31.4 | 28.3 | 30.6 | 39.2 | 32.3 | 33.4 | 34.3 |
| HS Graduation Rate, if applicable (%) | -    | -    | -    | -    | -    | -    | -    | -    |
| HS Dropout Rate, if applicable (%)    | -    | -    | -    | -    | -    | -    | -    | -    |
| School Population (#)                 | 306  | 297  | 271  | 281  | 299  | 298  | 354  | 287  |
| Low Income (%)                        | 82.0 | 85.9 | 83.4 | 77.9 | 83.3 | 86.2 | 89.8 | 90.9 |
| Limited English Proficient(LEP)(%)    | 33.7 | 39.1 | 37.3 | 41.3 | 37.1 | 30.5 | 26.3 | 25.1 |
| Students with Disabilities (%)        | -    | -    | -    | -    | 14.7 | 17.1 | 17.8 | 17.8 |
| White, non-Hispanic (%)               | 13.1 | 12.8 | 10.7 | 13.9 | 12.7 | 9.7  | 9.3  | 7.7  |
| Black, non-Hispanic (%)               | 56.9 | 57.9 | 57.2 | 51.2 | 51.8 | 57.4 | 58.2 | 56.8 |
| Hispanic (%)                          | 2.6  | 2.0  | 1.1  | 1.4  | 2.3  | 2.7  | 4.5  | 4.9  |
| Asian (%)                             | 21.9 | 22.9 | 25.5 | 27.4 | 28.1 | 25.5 | 24.0 | 23.7 |
| American Indian (%)                   | 0.3  | 0.0  | 0.0  | 0.4  | 0.0  | 1.0  | 0.0  | 0.0  |
| Two or More Races (%)                 | 5.2  | 4.4  | 5.5  | 5.7  | 5.0  | 3.7  | 4.0  | 7.0  |
| Native Hawaiian/Pacific Islander (%)  | -    | -    | -    | -    | -    | 0.0  | 0.0  | 0.0  |

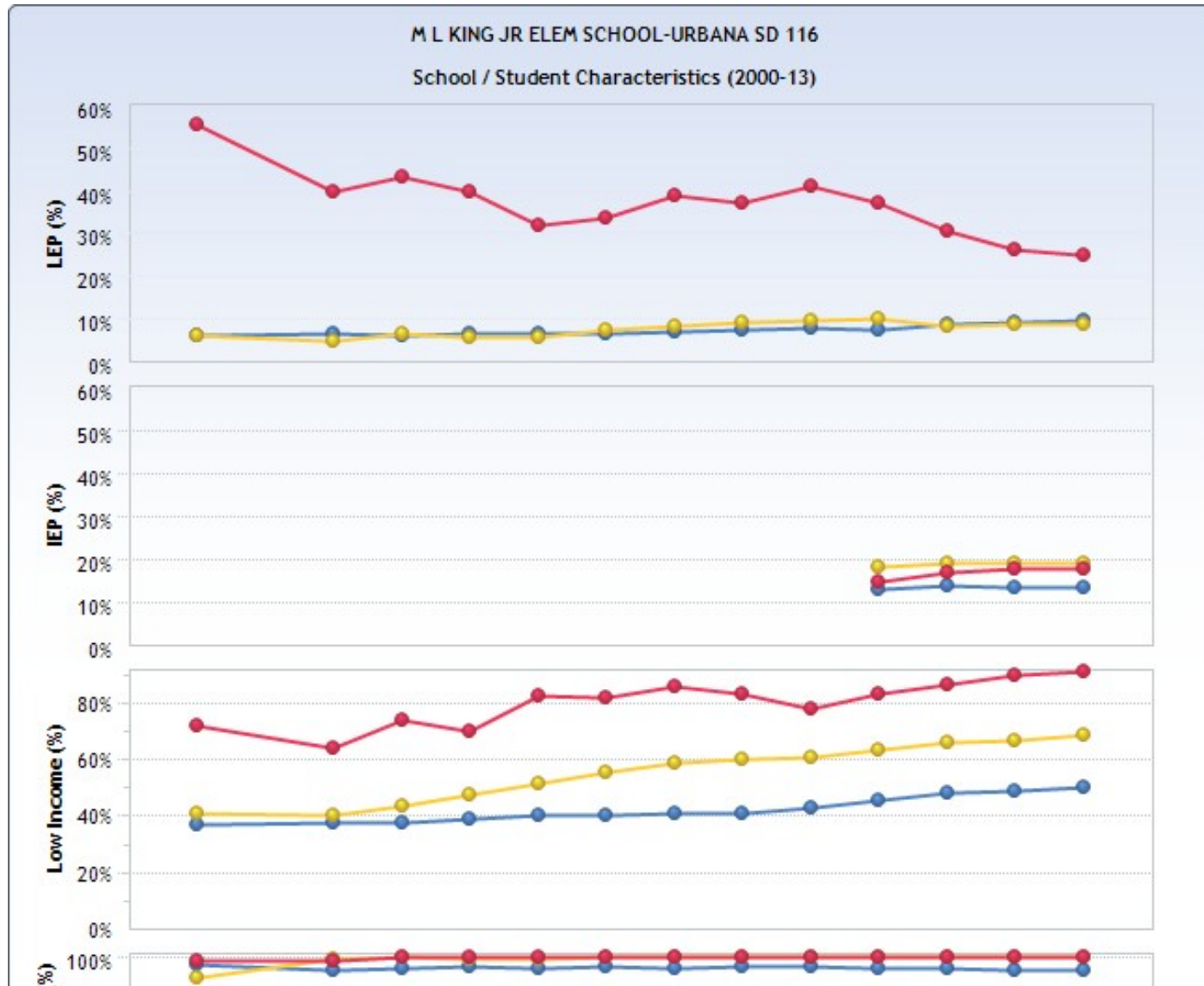
Note: Hyphens in the table indicate that data is not relevant for your plan.

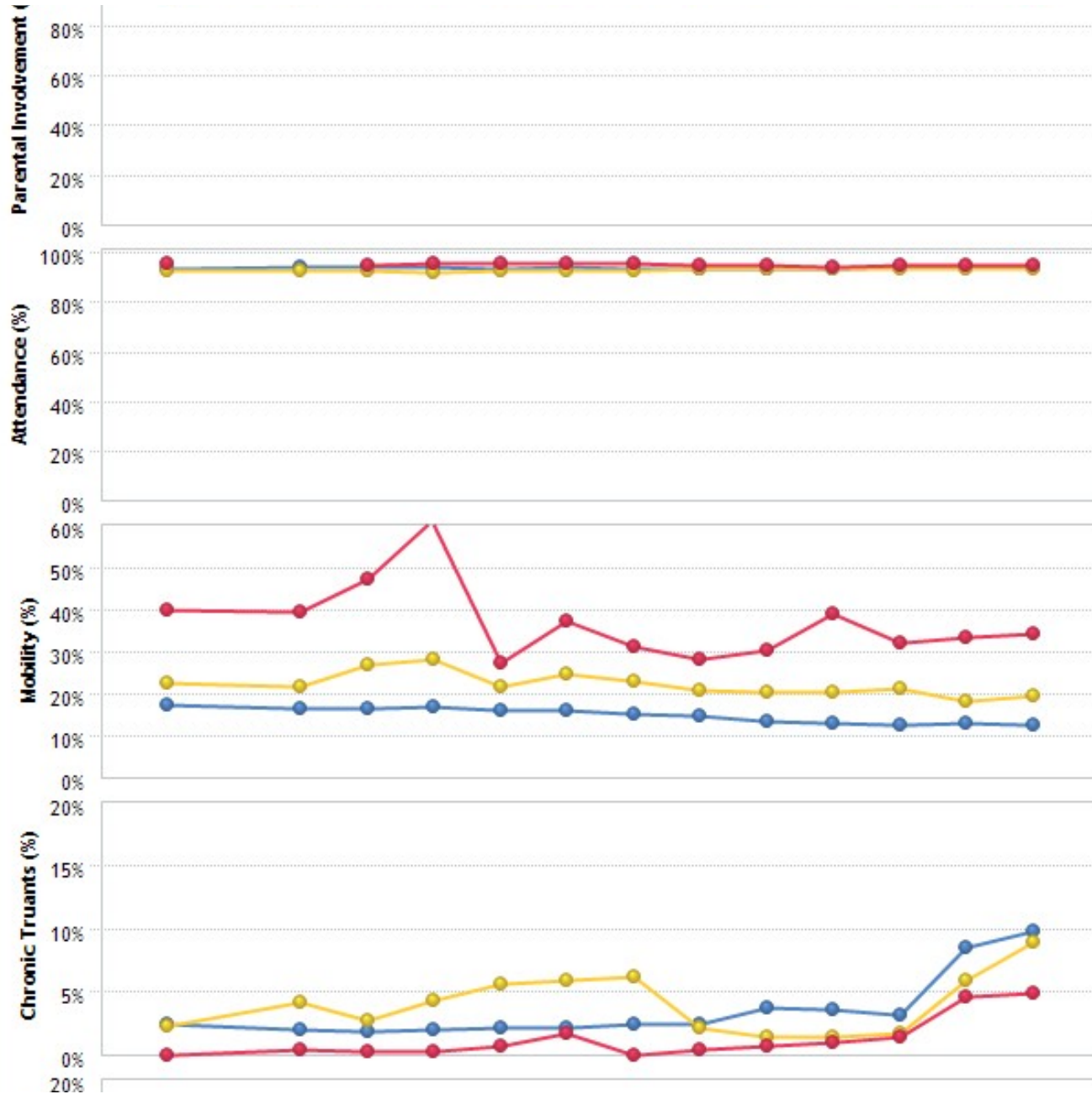
Student Race/Ethnicity

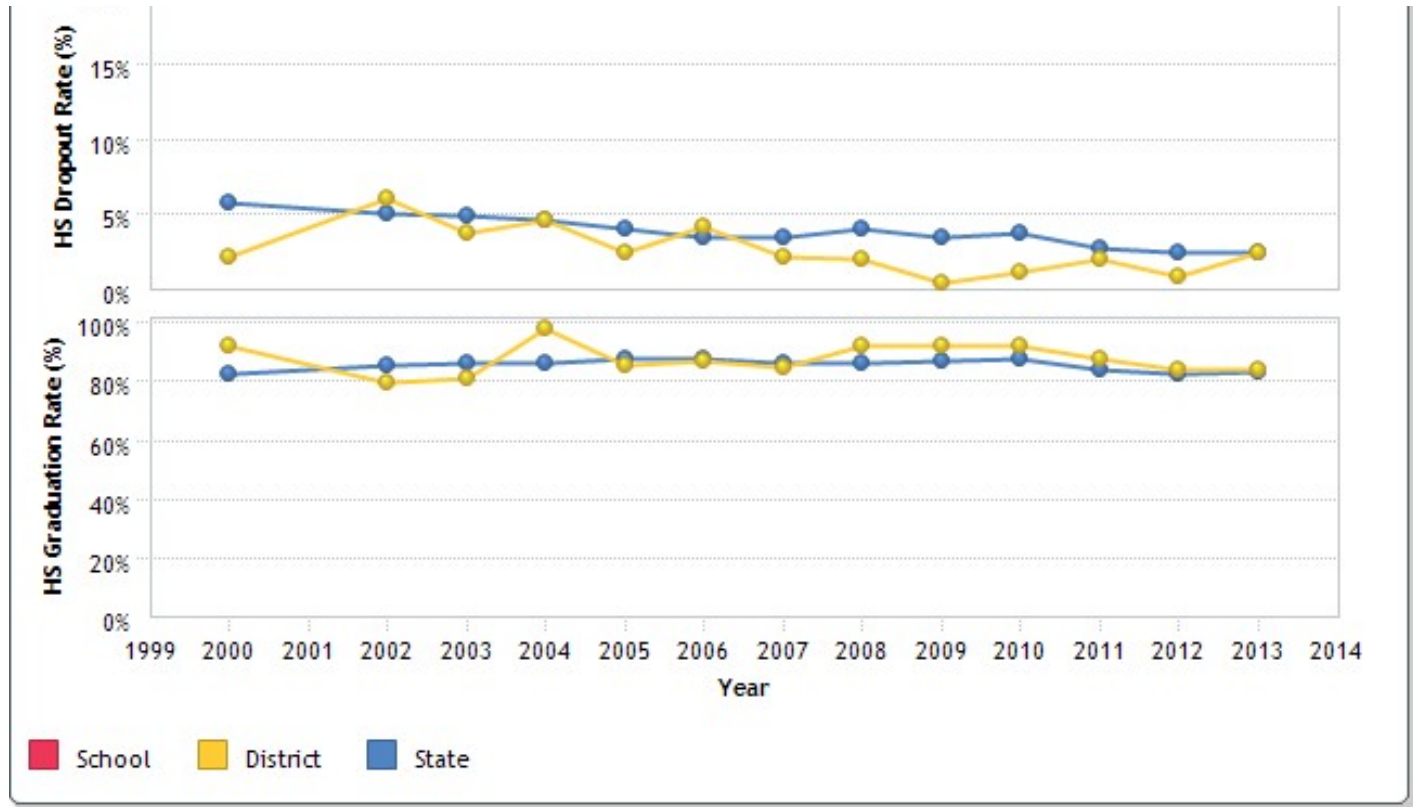
M L KING JR ELEM SCHOOL-URBANA SD 116  
 Student Characteristics - Race/Ethnicity (2013)



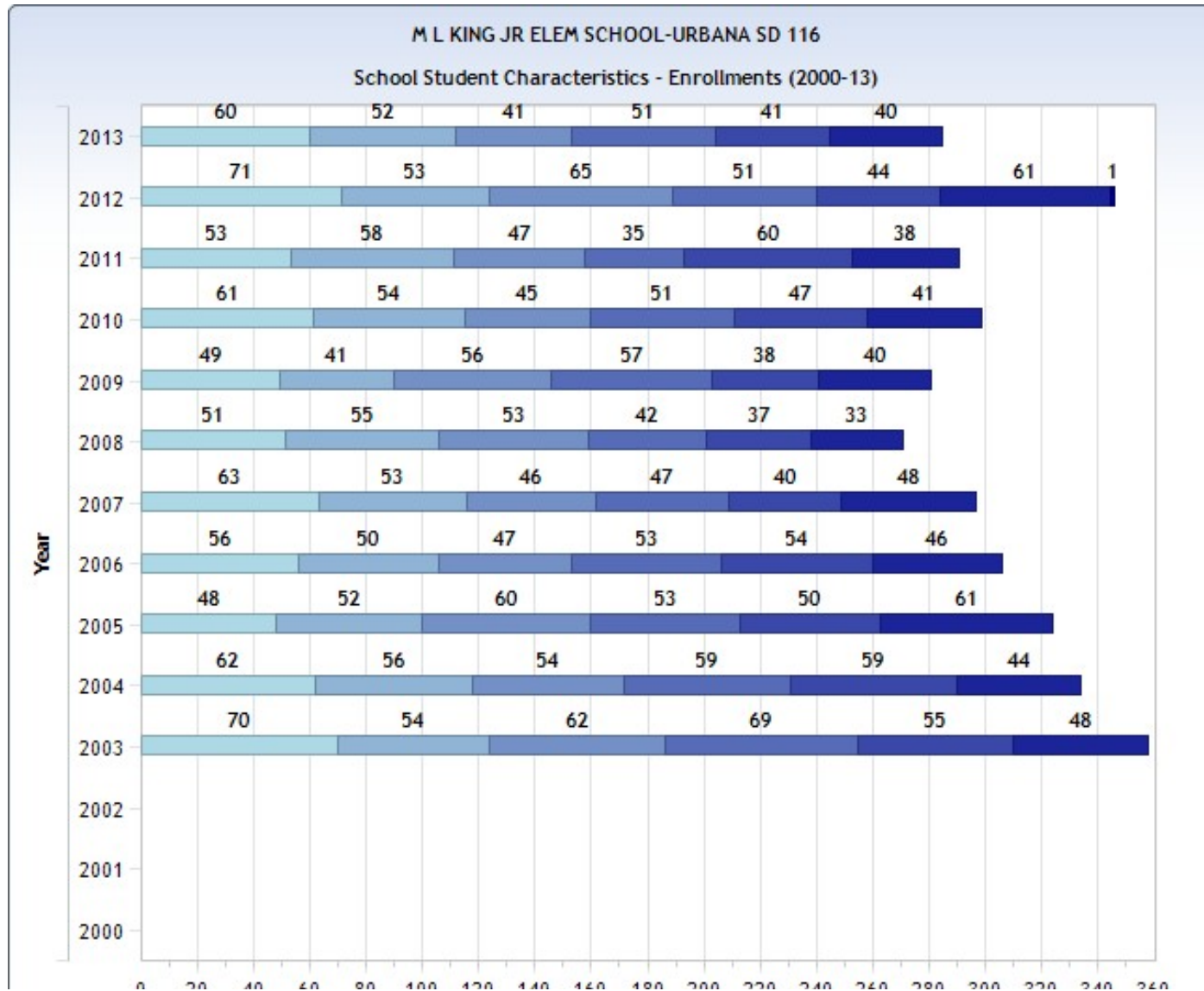
Educational Environment

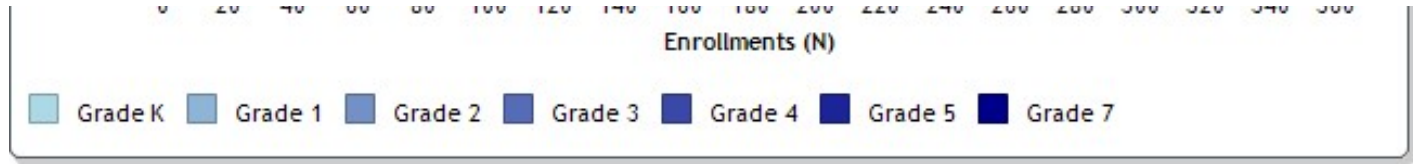




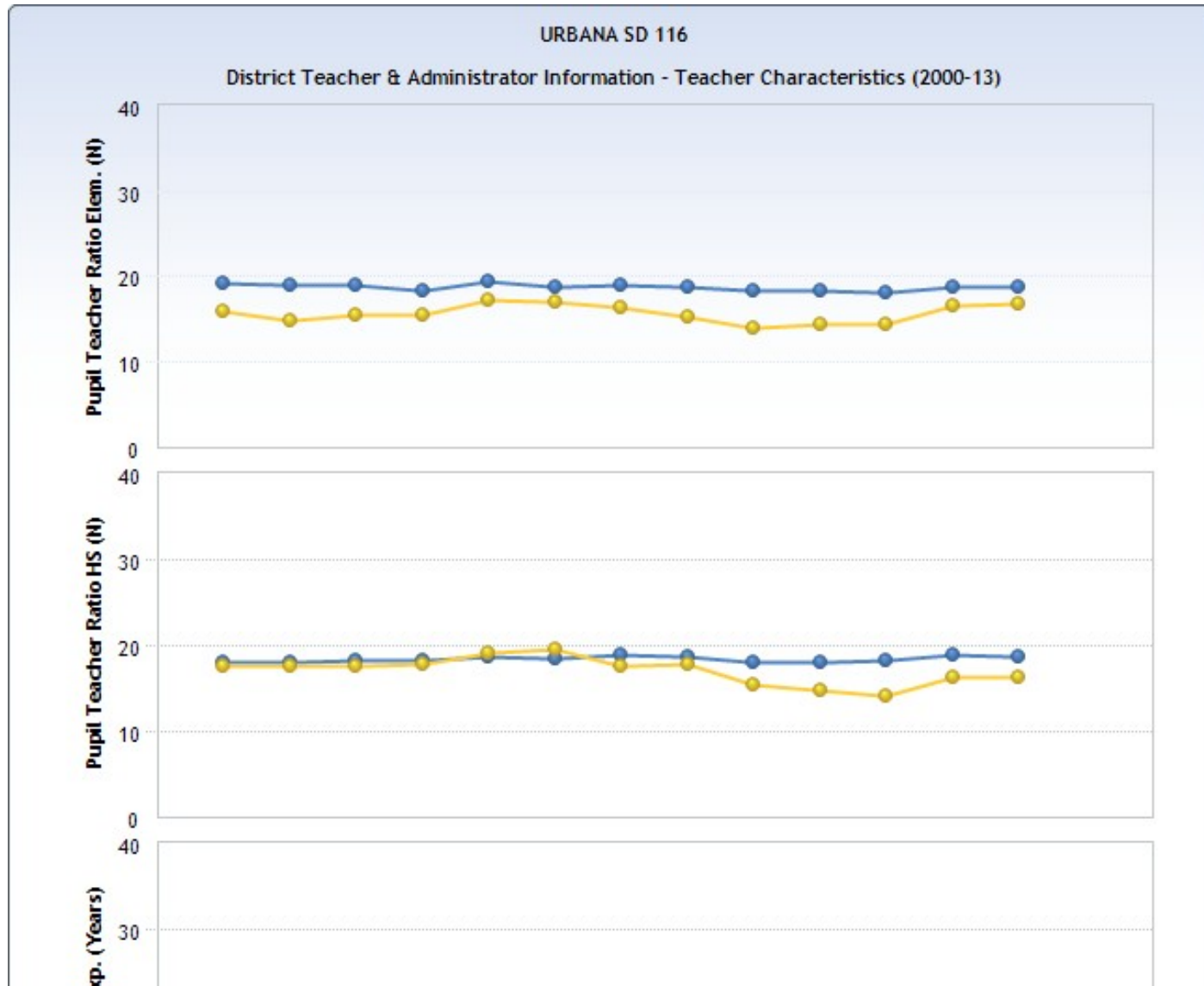


Enrollment Trends

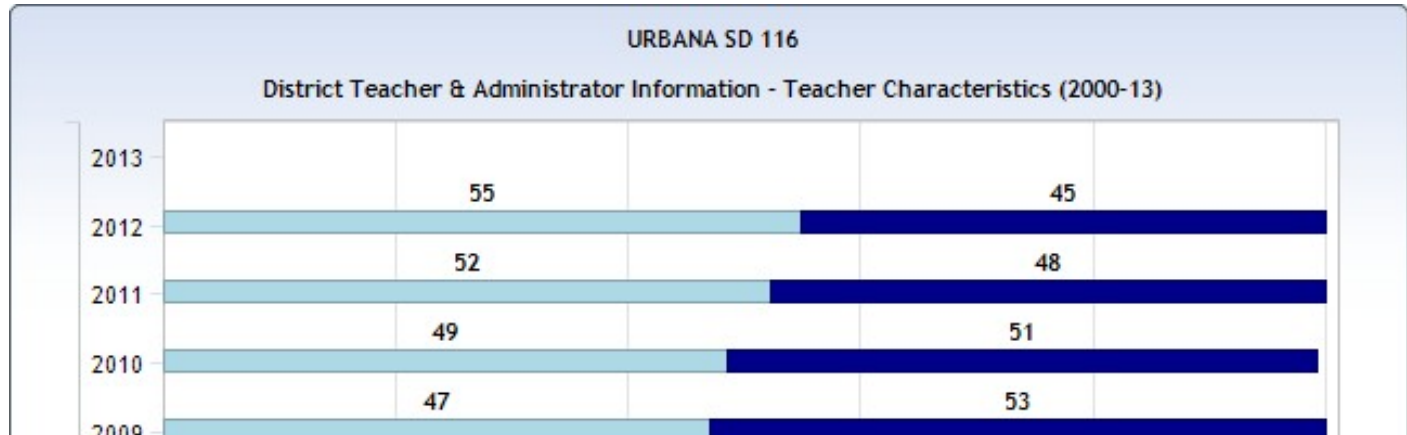
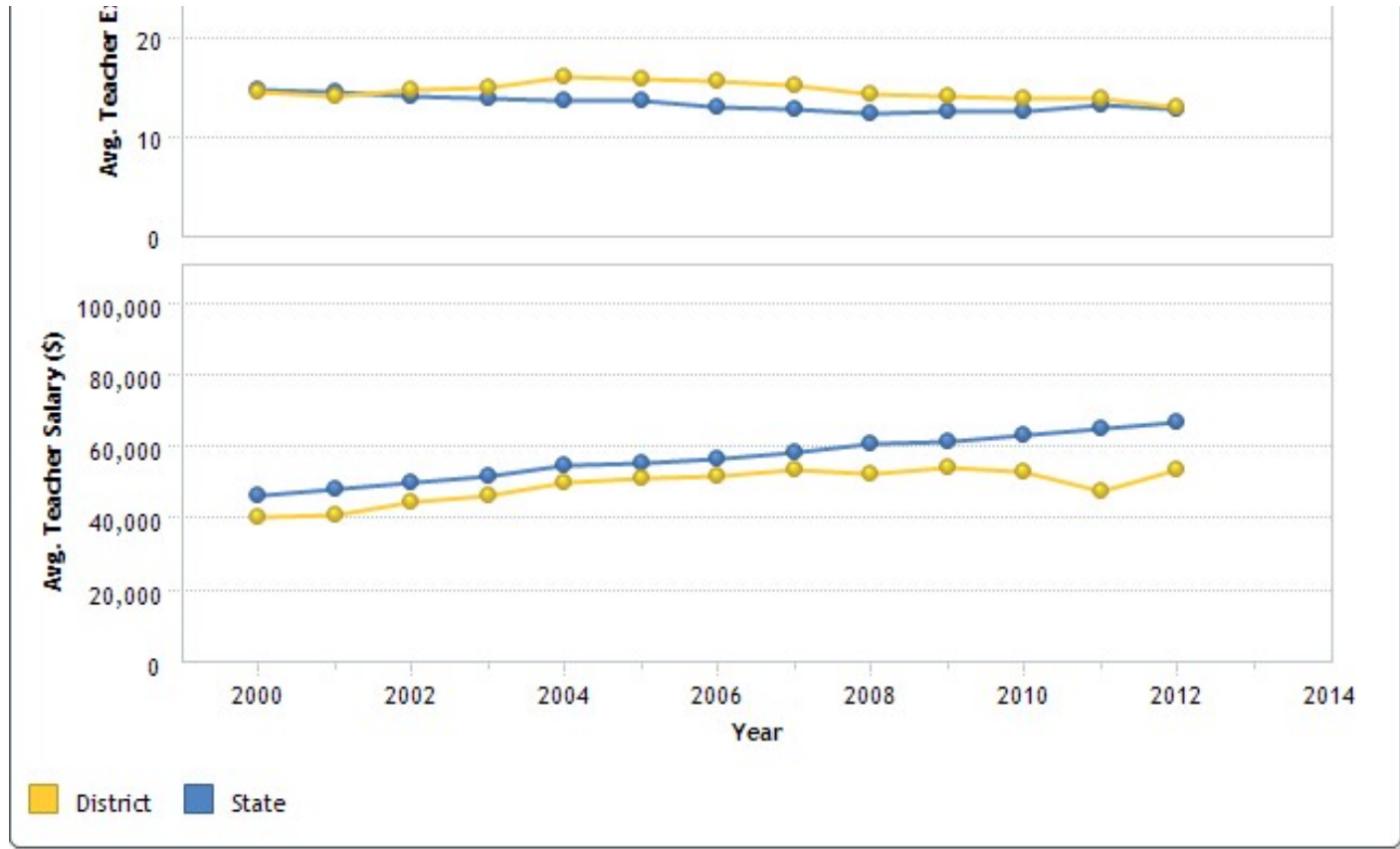


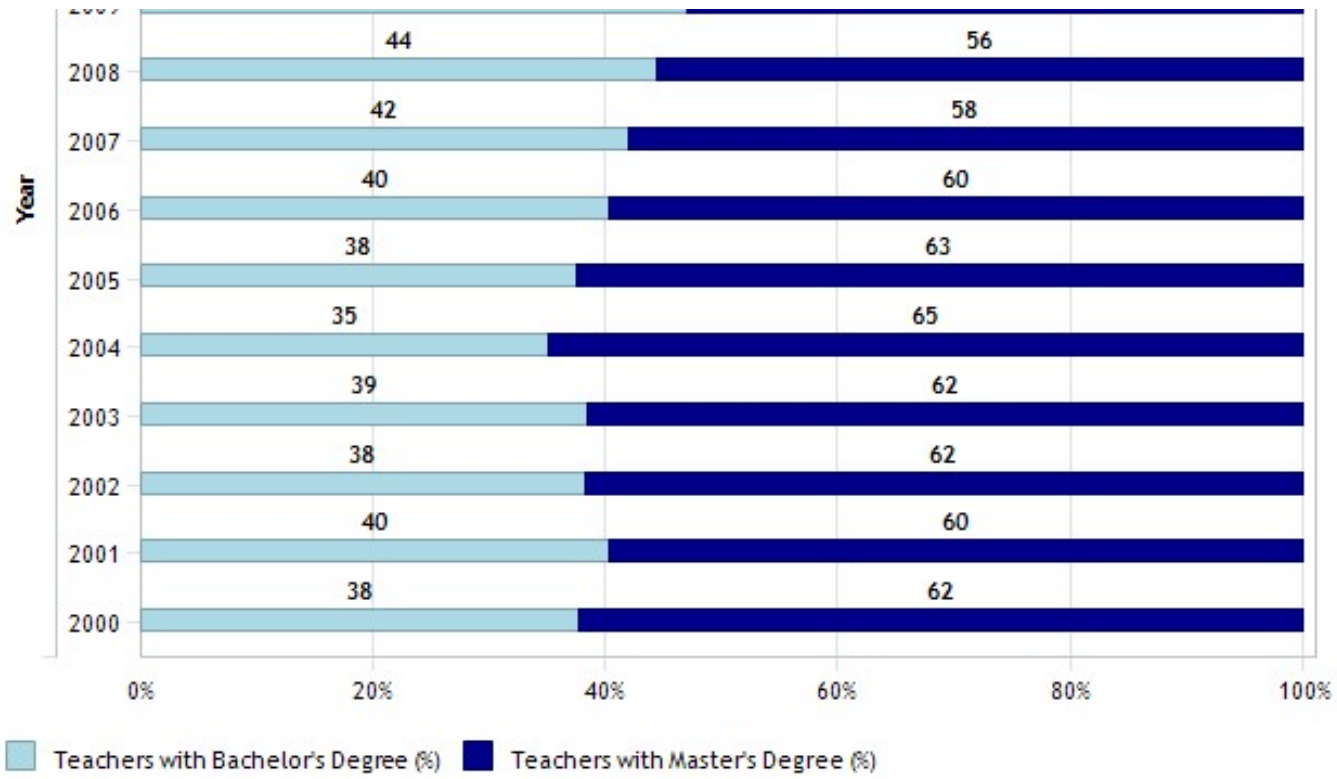


Educator Data









2013 AYP Report

|   |    |   |                                      |
|---|----|---|--------------------------------------|
| Is this School making Adequate Yearly Progress (AYP)? | No | Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | Yes                                  |
| Is this School making AYP in Reading?                 | No | 2013-14 Federal Improvement Status  | Choice SES                           |
| Is this School making AYP in Mathematics?             | No | 2013-14 State Improvement Status  | Academic Early Warning Status Year 2 |

| Student Groups             | Percentage Tested on State Tests |         |             |         | Percent Meeting/Exceeding Standards* |                      |         |             |                      |         | Other Indicators |         |                 |         |
|----------------------------|----------------------------------|---------|-------------|---------|--------------------------------------|----------------------|---------|-------------|----------------------|---------|------------------|---------|-----------------|---------|
|                            | Reading                          |         | Mathematics |         | Reading                              |                      |         | Mathematics |                      |         | Attendance Rate  |         | Graduation Rate |         |
|                            | %                                | Met AYP | %           | Met AYP | %                                    | Safe** Harbor Target | Met AYP | %           | Safe** Harbor Target | Met AYP | %                | Met AYP | %               | Met AYP |
| State AYP Minimum Target   | 95.0                             |         | 95.0        |         | 92.5                                 |                      |         | 92.5        |                      |         | 92.0             |         | 85.0            |         |
| All                        | 100.0                            | Yes     | 100.0       | Yes     | 49.1                                 | 55.0                 | No      | 35.2        | 50.8                 | No      | 95.3             | Yes     |                 |         |
| Black                      | 100.0                            | Yes     | 100.0       | Yes     | 34.3                                 | 44.1                 | No      | 20.0        | 37.3                 | No      | 95.6             |         |                 |         |
| Economically Disadvantaged | 100.0                            | Yes     | 100.0       | Yes     | 47.6                                 | 50.7                 | Yes     | 34.0        | 46.8                 | No      | 95.4             |         |                 |         |

**Four Conditions are Required For Making Adequate Yearly Progress(AYP)**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State

would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

\* Includes only students enrolled as of 05/01/2012.

\*\* Safe Harbor Targets of 92.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.