

School Data - Contact Information

District Information

|                 |                        |                        |                  |
|-----------------|------------------------|------------------------|------------------|
| 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

|                 |                        |                   |                      |
|-----------------|------------------------|-------------------|----------------------|
| Name:           | LEAL ELEM SCHOOL       | Address:          | 312 W OREGON ST      |
| City/State/Zip: | URBANA, IL, 61801 4126 | RCDTS Number:     | 090101160222005      |
| Principal:      | Spencer Landsman       | Principal Email*: | slandsman@usd116.org |
| Phone:          | 217384-3618      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 |
|-----------------------|----------------------------------|--------------|----------------------|----------------|
| Spencer Landsman      | School Principal                 | 217-384-3618 | slandsman@usd116.org |                |
| Katy Plotner          | School Process Manager           | 2173843618   | kplotner@usd116.org  | Teacher        |
| Natalee Bretz         | School-Assigned Capacity Builder | 217-384-3582 | nbretz@usd116.org    | District Staff |
| Guadalupe Ricconi     | School Improvement Team Member   | 2173843618   | gricconi@usd116.org  | District Staff |
| Bridget Maloney       | School Improvement Team Member   | 3843618      | bmaloney@usd116.org  | Teacher        |
| Ryan Martin           | School Improvement Team Member   | 3843618      | rmartin@usd116.org   | Teacher        |
| Emily Delanty Aguilar | School Improvement Team Member   | 3843618      | edelanty@usd116.org  | Teacher        |
| Carol Smith           | School Improvement Team Member   | 3843618      | csmith@usd116.org    | Teacher        |
| Sandra Osorio         | School Improvement Team Member   | 2173843618   | sosorio@usd116.org   | Teacher        |

11/17/2014 9:23:24 AM

## School Continuous Improvement Plan

|                   |                                |              |                        |         |
|-------------------|--------------------------------|--------------|------------------------|---------|
| Matthew Shoemaker | School Improvement Team Member | 2173843618   | mshoemaker@usd116.org  | Teacher |
| Cindy Louret      | School Improvement Team Member | 2173843618   | clouret@usd116.org     | Teacher |
| Craig Huff        | School Improvement Team Member | 2173843618   | chuff@usd116.org       | Teacher |
| Mary Kate Arend   | School Improvement Team Member | 217-344-8705 | mkarend25@gmail.com    | Parent  |
| Steph Adams       | School Improvement Team Member | 217-649-1595 | stephadams@hotmail.com | Parent  |
| Ada Stamper       | School Improvement Team Member | 217-552-3109 | okxana75@hotmail.com   | Parent  |
| Wendy Kapp        | School Improvement Team Member | 217-898-9166 | wendyt70@yahoo.com     | Parent  |
| Jenelle Weaver    | School Improvement Team Member | 217-344-9380 | weave06@sbcglobal.net  | Parent  |
| Deborah Bodony    | School Improvement Team Member | 217-344-0736 | DBodony@gmail.com      | Parent  |

Indicator Analysis – Leadership

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 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: | Teachers agree that a "climate of trust, respect and collaboration" exists in all areas. Ideas are respected and staff members are willing to give up time for committees and work in areas that touch on all aspects of the school and it's mission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |
| 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: | For the 2012-2013 school year, Urbana School District 116 moved to a Dual Language Spanish Bilingual program in grades K and 1st at both Leal School and Prairie School. A 2nd grade dual language classroom was added for the 2013-2014 school year and will be for each subsequent year to provide dual language classes for grades K-5. For the 2012-2013 year, the district hired 3 teachers (two placed at Leal - including a Spanish speaking Title I teacher) from Spain as part of an ISBE program in conjunction with Spain's Department of Education. The district's director of bilingual programs returned to Spain to interview teachers for 2013-2014 openings and hired three new Spanish bilingual teachers. A Spanish bilingual teacher for a self-contained 3rd grade Spanish classroom for 2013-2014 was hired, a year before dual language reaches that grade level, to better prepare students in our bilingual program for district and state curriculum requirements. An additional .5 Spanish Bilingual Title I teacher was put in place for SY 13-14. The district also provided an Instructional Coach (full time split between Leal and another building) to assist teachers in development and implementation of best practice strategies and techniques relating to formative assessment and differentiation of instruction. |               |
| 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: | School improvement team comprised of building administrator, teachers, other staff and parents. Parents participate on building parent advisory committee and as members of PBIS universal committee. Administrator, teachers, and other staff also serve on Tier 2 and Tier 3 intervention teams.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |
| Evidence that this indicator has been fully and effectively implemented: | Grade level meetings (twice/month) have written purpose focused on student work and assessment. most other building committees have stated purpose and guidelines for their area of concern ie: PBIS (Tiers 1, 2, & 3), Technology, School Improvement.                                                                                                                                                                                                                                                                                                                     |       |
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |
| Evidence that this indicator has been fully and effectively implemented: | Principal maintains full documentation of policies, procedures, schedule, programs, and improvement plans. School improvement team and bilingual team continually evaluate school programs. Principal collects observational data from classroom observations and district walk through template. Teachers are regularly surveyed through district departments, ie technology, curriculum and instruction. Parents and students are regularly surveyed through the district strategic plan. Principal, or designee, maintains proceedings of building committees and teams. |       |
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |
| Evidence that this indicator has been fully and effectively implemented: | Leadership team consisting of principal, teacher leaders, and other key staff meets at least twice a month.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |
| Evidence that this indicator has been fully and effectively implemented: | All building committees and teams report regularly at least twice a month to entire staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |

|      |                                                                                                                                                                                                                                                                                                                                    |       |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 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: Conduct a comprehensive needs assessment - Creating the School Profile.</b> | SS,SW |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

|                                                                          |                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                           |
| Evidence that this indicator has been fully and effectively implemented: | Staff regularly looks at building wide, grade level, and classroom student performance data and uses the data to make instructional decisions on an ongoing basis. All staff meet monthly (rotating schedule) with building RtI team and instructional specialists. Instructional specialists also meet with grade level teams twice a month. |

|      |                                                                                                           |  |
|------|-----------------------------------------------------------------------------------------------------------|--|
| ID11 | Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171) |  |
|------|-----------------------------------------------------------------------------------------------------------|--|

|                                                                          |                                                                                                                                                                     |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                 |
| Evidence that this indicator has been fully and effectively implemented: | Grade levels meet twice a month (2nd and 4th) Mondays to discuss student work and assessment. Teachers throughout district meet as grade level groups 4 times/year. |

|      |                                                                                                                                            |  |
|------|--------------------------------------------------------------------------------------------------------------------------------------------|--|
| ID13 | Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173) |  |
|------|--------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                            |                                                                                                                                                                                                                                                           |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:            | Staff already attend maximum monthly meetings as set out in collective bargaining agreement. Increasing this time would be on a voluntary basis and occurs when need arises. Staff is very dedicated and often works well beyond contractual commitments. |

|      |                                                                     |  |
|------|---------------------------------------------------------------------|--|
| 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: | Principal attends building grade level meetings; district grade level meetings; professional development meetings in building and district; Weekly RtI meetings and all required special education meetings; all other committee meetings. |

|      |                                                                                                |       |
|------|------------------------------------------------------------------------------------------------|-------|
| IE06 | The principal keeps a focus on instructional improvement and student learning outcomes. (1027) | SP,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) |
| Current level of development or implementation:            | The principal implements and participates in building systems that address instructional improvements and student learning outcomes. This includes but is not limited to Response to Intervention meetings, grade level meetings, and individual problem solving meetings for specific students. He also works with the professional development cadres to implement student focused learning opportunities for the staff focused on continuing SY 12-13 focus on formative assessment and SY 13-14 focus on differentiation of instruction. In addition, USD116 has begun implementation of the new PERA requirements this year including Student Growth Objectives for teachers that are approved and monitored by the principal as part of the supportive supervision evaluation process. |                                                                                                                                                              |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IE07                                                       | The principal monitors curriculum and classroom instruction regularly. (1028)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SP                                                                                                                                                           |
| 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:            | The principal is highly visible in the building during his daily walk throughs and visits to the classroom. He also monitors instruction using the formal walk throughs mandated by the district utilizes the district's supportive supervision plan. USD116 has begun implementation of the new PERA requirements this year including Student Growth Objectives for teachers that are approved and monitored by the principal as part of the supportive supervision evaluation process. The district has provided all evaluating administrators with Teachscape Reflect as a way of focusing teacher evaluations on the Danielson Framework adopted by the district for this purpose. |                                                                                                                                                              |

|                                                            |                                                                                                                                                   |                                                                                                                                                              |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | 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: | Strategy 1, Action Plan 3 of the district's 5 year Strategic Action plan states: "All teachers will use district-designed curriculum guides and Safety Net Skills in all content areas to plan their instruction and assessment." As part of the Strategic Plan, the district has implemented curriculum, instruction, and student engagement classroom walkthroughs to ensure fidelity of curriculum implementation conducted by building principal. Walkthrough data is regularly shared with staff. Principal is in all classrooms and instructional spaces doing informal observations at least once/day. Implements district supportive supervision (evaluation) plan throughout year. |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                        |    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----|
| IE09                                                                     | The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030) | SC |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                    |    |
| Evidence that this indicator has been fully and effectively implemented: | Principal steps in when needs to. Attends all RtI meetings. "Positively reinforces good teaching."                     |    |

|                                                                          |                                                                                                                                                              |  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| IE10                                                                     | The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)                 |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                          |  |
| Evidence that this indicator has been fully and effectively implemented: | YOP Awards; PBIS celebrations; continuously examines classroom, grade level and building-wide data and positively reinforces successes at building meetings. |  |

Indicator Analysis – Curriculum

|                                                                          |                                                                                                                                                                                                                                                                                                                            |  |  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                        |  |  |
| Evidence that this indicator has been fully and effectively implemented: | District-wide professional development uses data to determine yearly focus for district grade-level meetings and building professional development. Building professional development cadre personnel and building administrator use observation and RtI data to determine appropriate professional development for staff. |  |  |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |  |    |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                              |  |    |
| Evidence that this indicator has been fully and effectively implemented: | See previous indicator. Grade level teams meet twice per month to analyze classroom data and local assessment data that drive both instructional decisions and professional development. PBIS universal team meets monthly and examines discipline data and universal interventions data and modifies/recommends adjustments which are implemented after the professional development for staff. |  |    |

|                                                            |                                                                                                                                                                                                                      |                                                                                                                                                              |       |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 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. | 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:            | Teachers regularly participate in self-reflection of daily lessons and collaborate with grade-level teams to analyze data. Teachers use data to improve the effectiveness of the instruction across the grade-level. |                                                                                                                                                              |       |

|      |                                                                                                                 |  |  |
|------|-----------------------------------------------------------------------------------------------------------------|--|--|
| IF06 | Teachers are required to make individual professional development plans based on classroom observations. (1040) |  |  |
|------|-----------------------------------------------------------------------------------------------------------------|--|--|



|                                                            |                                                                                                                           |                                                                                                                                                              |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:            | Teachers regularly make plans for future improvements of instruction as a part of teacher reflection (observation cycle). |                                                                                                                                                              |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)<br><b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.                                                                                                                                                                                                                                                                                                                                                                                                      | SP,SW                                                                                                                                                        |
| 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:            | Based on the work we did last year under the Rising Star School Improvement Process and data collected by central office administrators at all school in the district, professional development for teachers this year continues with last year's focus formative assessment, both in individual classrooms and as grade levels, and adds work on differentiation of instruction based on student data, readiness and interests. This work is led by the principal and two staff members (The PD Cadre) who attended a three day training in May 2013 to plan PD for 2013-2014. As with last year, the district provided all staff with a copy of Differentiation and the Brain by Sousa and Tomlinson to work through during staff development time. |                                                                                                                                                              |

|                                                                          |                                                                                                                                                                                |  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Teachers share successes during building grade-level meetings. During district grade level meetings, teachers regularly share success or strategies that have been successful. |  |

Indicator Analysis - Instruction

|                                                            |                                                                                                                                                           |  |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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:

The district has completed many documents that address essential learning outcomes based on the Illinois Learning Standards Incorporating the Common Core. It has operated through the process of curriculum committees, convened by the District's curriculum oversight body, Program Council, which meet on a rotating basis to ensure that all content areas are reviewed and revised on a regular basis. Teacher-leaders are recruited to serve on Curriculum Committees because of strong content knowledge or knowledge of curriculum, instruction, and assessment by building principals and Central Office staff. The District's Director of Curriculum, Instruction, and Assessment facilitates the work of all curriculum committees. The charge of the curriculum committees is to align the written, taught, and tested curriculums across all grades (PreK - 12) and to fully align the curriculum in all content areas with the Common Core and Illinois Learning Standards as they are adopted and/or revised by the Illinois State Board of Education. Beginning in the 2011-12 school year, grade levels and departments conducted a Curriculum Audit to identify the differences between the Common Core and prior state standards. The Audit identified gaps in our current curriculum and necessary grade level shifts. Beginning in the 2011-12 school year, two committees of teacher-leaders, representing various levels and buildings have met to align the English/Language Arts (ELA) and Mathematics curriculums with the Common Core in order to implement the CCSS in the 2012-2013 school year. The documents prepared for teachers include a list of all standards to be mastered by students, a designated list of Priority Standards and Safety Net Skills and Learning Progressions, a list of standards unpacked into student-friendly Learning Targets, recommendations for summative and formative assessments, recommended pacing guides, and materials/resources for each grade level or course. All curriculum documents will be housed on the district's intranet for easy access by all teachers, and the list of Safety Net Skills for mastery at each level will also be posted on CIA homepage that is accessible from the parent link on the district's website. The District expects that committees for ELA, Mathematics, and Science will have completed the alignment with the Common Core and the Next Generation Science Standards by the 2013-2014 school years, and that other content areas will follow suit according to the rotating calendar established by Program Council. The District's Professional Development focus for the 2012-2013 school year is on Formative Assessment and Evidence Based Argument. In May 2012, the District trained all building administrators and 60 teacher leaders in this area to implement staff development on this topic in their respective buildings. Each building developed a plan of implementation so that all teachers will be using Evidence Based Argument as a means to assess student understanding. Evidence Based Argument not only involves higher order thinking skills, but it also enhances students' writing, speaking, and listening skills across all disciplines and throughout all grade levels. Members of the district's ELA Curriculum Committee also developed a common rubric to be used for assessment of Evidence Based Argument. The District monitors and supports its curricular expectations by providing regular, ongoing professional development opportunities and through administrative walkthroughs. The District also supports a mentor network for novice teachers assigning one-to-one mentors and supported by on-going professional learning.

|                                                            |                                                                                                             |                                                                                                                                                              |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:                                                     | 4                                                                                                           | (Priority Score x Opportunity Score)                                                                                                                         |
| Priority Score:                                            | 2                                                                                                           | (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: | This occurred in the development of lessons using Understanding by Design. Grade level teams do not regularly design common units. Grade level planning focuses on developing common pre- and post test assessments in reading and math. See CII6 related to district development of curriculum units. |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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: | The district has utilized Standards Based Report Cards at EC-5 for five years. The district has developed an EC-12 Assessment Matrix listing all of the assessments given to students (including assessments for ELL) and the provided information about each, such as the time during the school year which the assessment, the grade level(s) that are given the assessment, the benchmark targets, whether or not it is used as a formative or summative assessment, and what the results are used for. As part of the Strategic Plan, over we will continue to add information to the matrix that includes which of these assessments best measures student growth. |

Indicator Analysis – Assessment

|                                                                          |                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| CL19                                                                     | All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)                                                                                                               |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                          |  |
| Evidence that this indicator has been fully and effectively implemented: | All teachers have implemented 2nd Step program and a common language for behavior expectations and PBIS program. Building has received Implementing or fully Implementing PBIS Recognition for last 4 years. |  |

|                                                                          |                                                                                                                                                                      |  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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.               | Full Implementation                                                                                                                                                  |  |
| Evidence that this indicator has been fully and effectively implemented: | All teachers participate in common PBIS incentives such as community builders, respect boards, check-in/check-out system, office referrals and student of the month. |  |

|                                                                          |                                                                                                                                                                                                                                                                            |  |       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|
| IIC01                                                                    | Units of instruction include specific learning activities aligned to objectives. (1083)                                                                                                                                                                                    |  | SC,SS |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                        |  |       |
| Evidence that this indicator has been fully and effectively implemented: | Classroom teachers plan learning activities based on district curriculum guides aligned to Common Core Standards and utilize formative assessment data to adjust and differentiate instruction. Most teachers post daily learning objectives in student friendly language. |  |       |

|                                                            |                                                                                                                                    |                                                                                                                                                              |        |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 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. | 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: | Most teachers have their materials organized; teachers have additional storage space assigned to them with the expectation that all materials are stored and labeled neatly. |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                                                                                                                                                    |       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 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.               | Full Implementation                                                                                                                                                                                                                                |       |
| Evidence that this indicator has been fully and effectively implemented: | District provides curriculum guides for subject areas. Guides are reviewed by District Program Council on an ongoing basis for alignment with relevant standards. Language Arts and Math curriculum guides are aligned with Common Core Standards. |       |

|                                                                          |                                                                                        |       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------|
| IIIA02                                                                   | All teachers develop weekly lesson plans based on aligned units of instruction. (1064) | SC,CL |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                    |       |
| Evidence that this indicator has been fully and effectively implemented: | Teachers have clearly defined lesson plans including learning targets.                 |       |

|                                                                          |                                                                                                                                                                                                                                               |  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| IIIA05                                                                   | All teachers maintain a record of each student's mastery of specific learning objectives. (1067)                                                                                                                                              |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                           |  |
| Evidence that this indicator has been fully and effectively implemented: | Staff utilize classroom assessments, AIMSWEB, and Discovery Education assessments throughout the school year to track student progress. All teachers use EA Gradebook through district's Skyward data system to document student achievement. |  |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                              |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | 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:            | Most teachers use data binders to collect test data and student work samples and are required to bring such data to their RtI meetings to report on student progress. All teachers use Fountes and Pinnell reading assessments for at least 10 students in each classroom and most have done these assessments on all students in their classes. (Grade 3-5 Spanish Bilingual teachers use an alternative reading assessment as F&P is not available in Spanish for these grade levels.) The current SIP calls for all staff to regularly use pre- and post- assessments in math and reading. |                                                                                                                                                              |

|                                                            |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIIA07                                                     | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)<br><b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty. | SP,RTI,ELL,SW                                                                                                                                                                                                                                                                                                                                         |
| 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:            |                                                                                                                                                                                                                                                                                             | Instruction is very teacher dependent. Some teachers use leveled-readers and flexible grouping with the assistance of tutors. All teachers are using a guided reading approach in their classrooms. The addition of an Instructional Coach this year to assist teachers in this area has helped increase the amount of differentiation in classrooms. |

|                                                                          |                                                 |                                                                                                                             |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 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: |                                                 | Teachers refer to previously taught lessons in order to continue or reteach lessons and to assess if students are learning. |

|                                                                          |                                                                              |                                                                                                                                            |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 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: |                                                                              | following best practice, teachers state objective and topic at beginning of lessons so that students know what they are expected to learn. |

|                                                                          |                                                       |                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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: |                                                       | Following best practice, teachers utilize a variety of engaging instructional strategies to stimulate and maintain student interest in lessons. These strategies and methods include but are not limited to demonstrations, experiments, visual and graphic aides, engaging texts, Promethean/SmartBoard technologies, I-Pads, computers. |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Following best practice, teachers use these techniques all day long. See IIIA10.                                                                                                                                                                                                                                                                                                                                                                 |  |
| 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: | Teachers set students up for learning by putting essential question on the board; classroom expectation charts and academic posters provide a visual focus on learning; teachers take time to develop lesson plans around essential questions.                                                                                                                                                                                                   |  |
| 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: | During regular walk-throughs, the principal observes frequent use of eye contact from teacher to student.                                                                                                                                                                                                                                                                                                                                        |  |
| 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: | During regular walk-throughs, the principal observes proper tone and inflection during teacher-student interactions.                                                                                                                                                                                                                                                                                                                             |  |
| IIIA16                                                                   | All teachers use prompting/cueing. (1078)                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Evidence that this indicator has been fully and effectively implemented: | Teachers set students up for learning by putting essential question on the board; classroom expectation charts and academic posters provide a visual focus on learning; teachers take time to develop lesson plans around essential questions. Fall 2012 Walkthrough data shows that of the 8 research based strategies looked for "Providing Effective Feedback" was the most prevalent, showing up in over 50% of the individual walkthroughs. |  |



|                                                                          |                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Teacher are constantly checking for understanding by reviewing formative and summative data; benchmark assessments, as well as formative assessments, are a critical part of the learning process. |  |

|                                                            |                                                                                                                                                                                        |                                                                                                                                                              |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIIA18                                                     | All teachers review with drilling/class recitation. (1080)                                                                                                                             |                                                                                                                                                              |
| 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:            | Some drilling is done in a large part through student assessments (i.e. math fact testing, AIMSWEB assessments); primary teachers regularly practice chanting playground expectations. |                                                                                                                                                              |

|                                                                          |                                                                                                                   |  |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--|
| 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: | Teachers regularly review material by making classroom connections to previous learning which leads to spiraling. |  |

|                                                                          |                                                                                                                                    |  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--|
| IIIA20                                                                   | All teachers summarize key concepts. (1082)                                                                                        |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                |  |
| Evidence that this indicator has been fully and effectively implemented: | Teachers monitor whether essential questions are answered; teachers monitor student to student interaction and summarizing skills. |  |

|                                                            |                                                     |  |
|------------------------------------------------------------|-----------------------------------------------------|--|
| 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: | Teachers reteach lessons using questioning strategies and using formative assessments; reteaching is routine during the teaching process. |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

|                                                            |                                                                                                                                                                              |                                                                                                                                                              |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIIA25                                                     | All teachers encourage students to paraphrase, summarize, and relate. (1090)                                                                                                 |                                                                                                                                                              |
| 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:            | Teachers encourage the use of think-pair-share strategies during class discussion; teachers using the Daily 5 encourage their student to use the "read to someone" strategy. |                                                                                                                                                              |

|                                                            |                                                                                                |                                                                                                                                                              |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIIA26                                                     | All teachers encourage students to check their own comprehension. (1091)                       |                                                                                                                                                              |
| 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:            | Teachers share reading assessment results with students/parents and compare results over time. |                                                                                                                                                              |

|                                                                          |                                                                                                                                                                                                                                                      |  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| IIIA27                                                                   | All teachers verbally praise students. (1092)                                                                                                                                                                                                        |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                  |  |
| Evidence that this indicator has been fully and effectively implemented: | All classrooms display a Respect Board that visually illustrates when student follow the expectations; students are awarded YOPs when they are seen following expect ions; the principal collects data of positive interaction during walk-throughs. |  |

|                                                            |                                                                        |                                       |
|------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------|
| IIIA28                                                     | All teachers travel to all areas in which students are working. (1093) |                                       |
| 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: | Teachers demonstrate this regularly; the principal documents this action occurring through the observation cycle and evaluation process. |                                                                                                                                                              |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Teachers engage in regular conferences with students; teachers encourage students to participate in dialogue journals; teachers document student progress through conference logs and share the growth with students regularly. Fall 2012 Walkthrough data shows that of the 8 research based strategies looked for "Providing Effective Feedback" was the most prevalent, showing up in over 50% of the individual walkthroughs. |  |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Following best practice, all teachers have 3-5 classroom rules and consequences posted in their classrooms. Principal has copies of all classroom rules/consequences for reference when handling classroom discipline referrals. All teachers support building-wide PBIS plan. Teachers help students manage behaviors through the check-in/check-out procedure; teachers document major incidents through office referrals, which are then reported to parents; teachers keep behavior logs and other documentation of classroom interventions. |  |

|                                                                          |                                                                                                                                                       |  |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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                                                                                                                                   |  |
| Evidence that this indicator has been fully and effectively implemented: | Teachers build community in the classroom through Second Step lesson discussions and classroom Morning Meetings.                                      |  |

|                                                            |                                          |    |
|------------------------------------------------------------|------------------------------------------|----|
| 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: | Staff reviews walk-through data regularly as it relates to student time on task. Most recent walkthrough data completed 12/12 shows that in response to question: "Do most students appear to be engaged in learning when you first walk into the room?" 110 of 118 responses were "yes"(93%). Student behavior is regularly discussed during RtI meetings including students whose failure to complete work or homework does not appear to be ability based. Interventions are crafted by the RtI Team and classroom teachers to address such concerns. |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                                  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 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: | Teachers regularly review student work, such as graded portfolios, classroom and homework assignments, and projects and reports. |

|                                                            |                                                                                                                                                                                |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)                 |
| Current level of development or implementation:            | Teachers regularly send home news notes, hold parent/teacher conferences and maintain contact sheets or phone logs. Parent/Teacher Conference attendance is regularly tracked. |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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: | Teachers document homework assignments in student homework planners; teachers require student participation in monthly DEAR assignments. Homework policy is provided to parents in Student/Parent Handbook at registration and sets out homework requirements by grade levels. All grade levels hold Parent Information Night at beginning of year to inform parents of homework expectations. |

|                                                            |                                                       |
|------------------------------------------------------------|-------------------------------------------------------|
| 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: | The principal regularly conferences with teachers to ensure that homework is being processed correctly; teachers review homework assignments in student homework planners; teachers review student participation in monthly DEAR assignments |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                               |                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                    | 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:                                                                                               | During classroom walkthroughs, the principal reviews that teachers have set expectations for students upon the completion of their work; teachers provide students with exit slips upon completion of lesson. |

|                                                                         |                                                                                                                                                                |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIIC04 Students raise hands or otherwise signal before speaking. (1101) |                                                                                                                                                                |
| 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 observes classroom procedures during walk throughs; teachers set their own expectations depending on the class size or group.                    |

|                                                                          |                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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: | The principal regularly checks that teachers are using instructional methods based on specific learning styles; the principal regularly checks that teachers are utilizing technological resources and various student grouping strategies. |

|                                                                                                 |                     |
|-------------------------------------------------------------------------------------------------|---------------------|
| 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: | Teachers organize classroom materials so that both students and teachers have easy access to them when needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |
| 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: | The principal documents these displays through photos and by performing regular checks of classrooms. Principal also maintains copies of all classroom rules/consequences for reference in handling discipline referrals from classrooms.                                                                                                                                                                                                                                                                                                                                                      |        |
| IIIC09                                                                   | All teachers correct students who do not follow classroom rules and procedures. (1106)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |
| Evidence that this indicator has been fully and effectively implemented: | Teachers post classroom rules. These rules are written using PBIS language. The teachers encourage students to follow the 3 R's - Respect Yourself, Respect Others, Respect Property. The teachers lead their classroom through behavior expectation stations twice per year. All classrooms utilize effective classroom management plans.                                                                                                                                                                                                                                                     |        |
| 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: | Teachers post and teach classroom rules. These rules are written using PBIS language. The entire school staff provides opportunities for the students to earn YOP certificates as a behavior incentive. The building celebrates YOP goals with a community building celebration every quarter. All students attend "Expectation Stations," twice yearly review of building-wide expectation in variety of school settings.                                                                                                                                                                     |        |
| IIIC12                                                                   | All teachers engage all students (e.g., encourage silent students to participate). (1109)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SP,ELL |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |
| Evidence that this indicator has been fully and effectively implemented: | First question on district Walkthrough form is: "Do most students appear engaged in learning when you first walk into the room?" Fall 2012 Walkthrough data shows this is the case in 110 of 118 classroom visits (93%). During the 2013-2014 school year, staff development is focused on differentiating instruction and all staff has participated in book study of "Differentiation and the Brain" by Sousa and Tomlinson which has several chapters devoted to different learning styles, instructional environments and student readiness as it impacts student engagement and learning. |        |

|                                                                          |                                                                                                                                                      |                                                                                                                                                                                    |    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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: |                                                                                                                                                      | Teachers regularly collaborate about their lesson development through grade level meetings. All teachers score at Excellent or Proficient level on district evaluation instrument. |    |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                        |        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|
| 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: |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | All teachers score at Excellent or Proficient level on district evaluation instrument. |        |

|                                                            |                                                                                                    |                                                                                                                                                              |  |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TL5                                                        | All teachers utilize high-quality questions and provide adequate time for student response. (2333) |                                                                                                                                                              |  |
| 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:            |                                                                                                    | Teachers have the option to attend inservice meetings regarding word choice of assessments and questioning techniques for students.                          |  |

|                                                            |                                                                                                                                                 |                                                                                                                                                              |    |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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:                                                     | 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:

Teachers frequently provide technology lessons to students through the use of the computer lab which is equipped with 30 student computers, LCD projector and SmartBoard presentation board; Teachers have access to Promethean Boards and use them to enhance core subject lesson execution. 8 classrooms have dedicated Promethean boards and three have SmartBoards. PTA has helped building acquire two new Promethean boards each year for the last three years and plans to continue this process in the future.



## Indicator Analysis - Professional Development

|                                                            |                                                                                                                                                      |                                                                                                                                                              |    |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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:                                                     | 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:            | Teachers have implemented this step at different levels across the building and curriculum. Core math series includes pre/post tests for every unit. |                                                                                                                                                              |    |

|                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                              |  |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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:                                                     | 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:            | Teachers have implemented this step at different levels across the building and curriculum. Core math series includes pre/post tests for every unit. Teachers at each grade level have committed to creating a common pre- and post- test assessment in math each quarter as part of the SIP. |                                                                                                                                                              |  |

|                                                            |                                                                                    |                                                                                                                                                              |    |
|------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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                                                 |                                                                                                                                                              |    |
| 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: | Some grade-level teams review this information. RtI team examines this information for individual students as needed. |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

|                                                            |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                              |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | 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:            | Teachers are moving towards differentiated instruction across the curriculum in response to district initiatives. Progress has been made in language arts and math. Next year's district wide professional development focus is on differentiated instruction based on formative assessment results. |                                                                                                                                                              |

|                                                            |                                                                                                                   |                                                                                                                                                              |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIB05                                                      | All teachers re-teach based on post-test results. (1052)                                                          |                                                                                                                                                              |
| 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:            | Teachers are selective as to which safety-net skills are retaught based on importance for future student success. |                                                                                                                                                              |

|                                                                          |                                                                                                                                                                                                         |    |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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                                                                                                                                                                                     |    |
| Evidence that this indicator has been fully and effectively implemented: | Benchmark testing occurs when the school year starts, at mid year and in the spring. Teachers utilize continuous formative assessment throughout the school year to monitor and track student progress. |    |

|                                                                          |                                                                                                                                               |    |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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: | District-level assessment results such as Aimsweb and Discovery Education Assessments are accessible to teachers immediately upon completion. |    |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 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: | Teachers have access to academic, demographic, and behavior data for all students through Skyward, the district's student information system. Assessment data reports are also available through Aimsweb and Discovery Education Assessment websites.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |
| Evidence that this indicator has been fully and effectively implemented: | Student learning data was utilized to assess Rising Star indicators last year and determined those indicators that are part of the SIP. All teachers created Student Growth Objectives this year as part of the evaluation process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |
| 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: | Student learning data monitored at weekly RtI, bi-monthly Tier 2/3, and bimonthly grade level meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| 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: | Teachers and administrations regularly review benchmark data and progress monitoring data at monthly RtI meetings. Twice a month grade level meetings are used to create common assessments, analyze formative assessment data and plan differentiated instruction in the classrooms. The school's Universal Tier Two PBIS (Positive Behavior Interventions and Supports) Teams meet regularly to review and analyze discipline data (office discipline referrals - ODR - and Check-In/Check-Out - CICO). A summary of this data is also shared with the whole faculty on a monthly basis at a designated staff meeting. This data is used to create interventions to address issues disclosed by the data that impact school climate and student behaviors. |          |
| 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: | The purpose and focus of regular grade-level meetings is to use student learning data to plan instruction. This is required by the district. |

|                                                                          |                                                                                                                                                                  |        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 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: | RtI team meets regularly with classroom and support teachers and use student learning data to identify students in need of support or instructional enhancement. |        |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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. | No development/Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|                                                            | Not a Priority or Interest                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
| Reason why this indicator is not a priority or interest:   | These assessments do not provide information necessary to develop interventions for students. Instructional support team focuses on benchmark and progress monitoring data to make these decisions.                                                                                                                                                                                                                                                                |    |

Indicator Analysis - Community and Family

|                                                                          |                                                                                                                                                                                                                                                                 |  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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: | Homework policy is included in Student/Parent handbook provided to all parents/caregivers at registration. All grades levels hold Parent Information Nights within first two weeks of school commencing and inform parents/caregivers of homework expectations. |  |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:                                                     | 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:            | From parent: "Home School communication is one of Leal's greatest strengths." Parent provided evidence: Classrooms open for observation every Tue/Thur as stated in handbook; volunteers assist in every classroom; lunchtime is open for parent visits (recess too); most teachers write excellent classroom newsnotes; biweekly newsnote sent home by Principal; PTA email contact list currently contains over 300 names. Schoolwide PBIS matrix sent home annually to parents. Biweekly office newsnote includes PBIS Update informing parents of how they can support schoolwide PBIS efforts and reporting on progress toward annual PBIS goals. |                                                                                                                                                              |

|                                                            |                                                                                                                                                                                      |                                       |    |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----|
| 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                                                                                                                                                   |                                       |    |
| 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: | From parent: "Home School communication is one of Leal's greatest strengths." Parent provided evidence: Classrooms open for observation every Tue/Thur as stated in handbook; volunteers assist in every classroom; lunchtime is open for parent visits (recess too); most teachers write excellent classroom newsnotes; biweekly newsnote sent home by Principal; PTA email contact list currently contains over 300 names. |                                                                                                                                                              |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                              |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | 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:            | According to solicited parent feedback: "You do this at every PTA meeting and in the many newsnotes." All building communications sent in both English and Spanish. Principal's email address provided to all stakeholders through handbook, letterhead, website. Principal maintains open door policy for parents to communicate on any issue. Principal has close working relationship with PTA Executive Committee members who frequently communicate input/suggestions from other parents. |                                                                                                                                                              |

|                                                                          |                                                                                                                                                                                                                                     |                 |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| IIIB06                                                                   | All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)<br><b>Title I Expectations: The plan must articulate strategies to increase parental involvement.</b> | SC, SP, ELL, SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                 |                 |
| Evidence that this indicator has been fully and effectively implemented: | Teachers regularly send home progress reports and participate in parent/teacher conferences. Teachers make additional contacts about student progress as needed throughout the year.                                                |                 |

|                                                                          |                                                                                                                                                                                                                                           |  |    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
| 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.               | Full Implementation                                                                                                                                                                                                                       |  |    |
| Evidence that this indicator has been fully and effectively implemented: | The Title I Parent/Student/Teacher/Principal Compact is currently in the Student & Parent Handbook. This is given to all parents at the time of registration. The handbook also includes the school homework policy for each grade level. |  |    |

|                                                                          |                                                                                                                                                                                                                          |  |    |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
| 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.               | Full Implementation                                                                                                                                                                                                      |  |    |
| Evidence that this indicator has been fully and effectively implemented: | The Compact is included in the student/parent handbook given to all parents annually when students are registered (both at central registration and throughout the year for new students. It is also given to all staff. |  |    |

|                                                                          |                                                                                                                                                                                                                                |  |    |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
| 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.               | Full Implementation                                                                                                                                                                                                            |  |    |
| Evidence that this indicator has been fully and effectively implemented: | Teachers send home regular news notes. Teachers hold an all-class parent meeting at the beginning of the year. Teachers and administrators regularly contribute and participate in RtI, IPS, PBIS, and collaboration meetings. |  |    |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |       |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 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. | 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:            | This indicator is part of this year's SIP. Action steps include 1 The school will communicate to parents explicit expectations of how/what parents can do at home to help their students be successful both academically and socially at Leal School. 2 The school will conduct quarterly parent meetings dealing with topics and strategies that would educate parents on how to help their students at home. These will include information on technology and strategies used by teachers at school to help meet individual student needs. 3 Continue the Leal tradition of grade level Parent Information Nights at the beginning of the school year in order to inform parents about the general expectation of the classroom, classroom procedures, and the curriculum to be covered that year. 4 Classrooms at grade 2 and above will regularly use assignment books to inform both students and parents of assignments and expected completion dates. 5 It will be expected that all classroom teachers send home classroom newsnotes to parents on a regular basis and that School/Home Communication Logs will maintained by teachers. |                                                                                                                                                              |       |

Indicator Analysis – Conditions for Learning

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| CL1                                                                      | <p>The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)</p> <p><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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RTI, SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| Evidence that this indicator has been fully and effectively implemented: | <p>Leal School has a very strong RTI system in place. Each teacher in the building meets with the RTI team (which includes Title 1 reading support, school psychologist, principal) once per month. The RTI meeting schedule rotates a floating sub through the building on the RTI day for each teacher. The schedule rotation each month by week is primary teachers, intermediate, bilingual teams, and Individual Problem Solving (IPS). Meetings include discussions of the core curriculum, which includes guided reading, daily 5, formative assessments, Discovery Education data, and Office Discipline Referrals, school wide YOPS data (positive behavior support tier 1; Respect yourself, others and property). Tier 2 intervention data including aimsweb math data both benchmark and progress monitoring, DIBELS Next literacy benchmarks and progress monitoring data, SWIS discipline and PBIS tier 2 intervention data including Check in Check out for students on a tier 2 intervention is also reviewed at RTI meetings. Intervention groups are discussed for academic, behavioral, and emotional issues. Individual problem solving meetings are scheduled for students who have not responded to tier 2 interventions after a pre-determined amount of time which varies depending on the needs of the student and other variables such as student attendance, emotional and behavioral data etc. If behaviors continue to escalate with tier 2 interventions, an individual problem solving (IPS) meeting is scheduled to complete a functional behavior analysis and a behavior intervention plan.</p> |         |
| 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: | Received implementing or fully implementing PBIS Recognition status in each of last 4 years; employs multiple PBIS Universal and Secondary interventions; hosts school sponsored and PTA events; hosts an annual science and math night (directed by Title I); Spring chorus performance, Music and Dance and Drama assemblies at end of fine Arts blocks, Risk Watch assemblies, annual performance by the National Theater for Children: 3rd through 5th grade students participate in Battle of the Books vs. two other elementary buildings in the district; Caldecott reading program at 3rd and 4th grades; 5th grade competes annually in U of I Rube Goldberg competition at Engineering Open House (one of the teams took 1st place in local competition this year and will compete in regionals); All students participate in Leal Olympics in May; Implements multiple integration activities for native Spanish and English Speakers and this year began implementation of Spanish Dual Language Program at grades K and 1. |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                                                          |  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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.               | Full Implementation                                                                                                                                      |  |
| Evidence that this indicator has been fully and effectively implemented: | Teachers regularly participate in District grade level meetings and in-service days. Teachers have opportunities to attend social activities as a staff. |  |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| CL12                                                                     | All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)                                                                                                                                                                                                                                                                                                                                                                |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Evidence that this indicator has been fully and effectively implemented: | The school currently houses self-contained Dual Language and Transitional Bilingual Education classrooms K-5. Teachers from all programs regularly collaborate on integration activities for Spanish and English speaking students and help plan and implement Multicultural Arts Night, Hispanic Heritage Month activities, Dia De Los Muertos/Halloween celebrations, and NAAPID events. Teachers have the option to participate in arts infusion time for multi-disciplinary learning opportunities. |  |

|                                                                          |                                                                                                                                                                                                                                                                                                                    |    |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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 |
| Level of Development or Implementation for this Indicator.               | Full Implementation                                                                                                                                                                                                                                                                                                |    |
| Evidence that this indicator has been fully and effectively implemented: | Teachers are allocated annual classroom budgets. The building is equipped with an assortment of Title I resources. Promethean and Smart Boards are added to additional classrooms annually. Staff are sent to training conferences when relevant and available.                                                    |    |

|     |                                                                                                                                                  |         |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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: | For academics, the RtI team meets with the principal to review academic benchmark data in fall, winter, and spring. Grade levels meet in teams and discuss this data and evaluate their core implementation with leadership. Behavioral data is monitored using the SWIS system for office discipline referrals as well as check in check out data. Notes are taken at all RtI and IPS meetings to ensure follow-up and shared with relevant team members. Dates for follow-up meetings and goals are also set to determine if interventions are working or if they need to be changed or if intensity needs to be decreased/increased. |

|                                                            |                                                                                                                                                                              |                                                                                                                                                              |  |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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:                                                     | 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 school follows the model of PBIS for staff and students. Teachers follow a "lead by example" approach. Teachers model expectations through regular expectation stations. |                                                                                                                                                              |  |

|                                                                          |                                                                                                                                                                                                                                                                                     |  |  |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 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: | Teachers are offered to attend training conferences. Teachers are kept up to date regarding staff development opportunities. Many staff members participate in district professional development activities as presenters, grade level leaders and PD and Technology Cadre members. |  |  |

|                                                            |                                                                                                                                   |  |    |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--|----|
| 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                                                                                                               |  |    |

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Evidence that this indicator has been fully and effectively implemented:</p> | <p>School achieved implementing plus status from Illinois PBIS Network 2012-2013, one of only 35 schools out of 677 to achieve that recognition level or above. and received overall implementation score of 97% on PBIS Network's Benchmarks of Advanced Tiers in January of 2013 and 100% implementation on annual SET survey. Students achieved Universal annual target of 12,000 YOPs (recognition for following school expectations) and made first quarter 2013-2014 goal of 4000 by October 18, 2013. As of November 30, 2013, office discipline referrals are down 30% from 2011-2012.</p> |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 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: | Grade level teams meet twice monthly to develop, monitor and interpret formative assessment tools and data. Teams also review Aimsweb data and are also offered assistance with diagnostic assessment for students who may be struggling in the classroom. The RtI team meets with each teacher monthly and provides a sub so that the teacher can attend. For bilingual teachers, 2 subs are provided so ESL and Spanish literacy teachers can collaborate and discuss core curriculum issues and plans as well as coordinate interventions. Title I teachers offer push in and pull out supports and diagnostic assessment. Many supplemental interventions are available at Leal including computer based interventions, academic applications, pull out small groups for math and fluency, vocabulary, comprehension etc, co-teaching and push in support, as well as social academic instructional groups, lunch social skills groups, social work groups and individual social work time, as well as a community counselor who comes to Leal to provide services. Teacher and parent consultation is also available with the school psychologist, special education teachers, social worker, speech and language pathologist, and occupational therapist. |     |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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.               | Full Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
| Evidence that this indicator has been fully and effectively implemented: | Leal had the highest number of volunteer hours of all district school even the middle and high school which are both serve twice the number of students. Most teachers utilize America Reads/America Counts volunteers from the U of I to support student learning. Leal is a Schoolwide Title I building and Title I supports are provided to students from every classroom in both English and Spanish as needed. Special Education and Title I teachers push into many classrooms to support students during core instruction. All teachers meet at least monthly with RtI team to review student data. Several teachers collaborate to perform action research in their classrooms and one of our bilingual teachers just completed her Ph.D with research conducted with students in our bilingual program. |    |

Action Plan - Monitoring Process

| Key Code | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Indicator Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assigned to                                  | Target date | Tasks | % Tasks Completed | Objective Status |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------|-------|-------------------|------------------|
| CL6      | School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)                                                                                                                                                                                                                                                                                                                                                                                                                 | SC                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spencer Landsman                             | 05/28/2014  | 12    | 58.33%            |                  |
| Tasks    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                              |             |       |                   |                  |
| Task ID  | Task Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assigned to                                  | Completed   |       |                   |                  |
| 1        | Explaining the DEAR calendar to all parents and include "Parent Pipeline." Parents have been given instructions on the procedure and purpose of the Drop Everything and Read monthly calendar. Teachers have incorporated the DEAR calendar into nightly homework assignments as every class requires some amount of reading each day. Also sent home each month with the DEAR calendar is the Parent Pipeline which provides parents with a specific reading strategy they can work on with their child while completing the nightly reading assignment.                                                 | Parents have been given instructions on the procedure and purpose of the Drop Everything and Read monthly calendar. Teachers have incorporated the DEAR calendar into nightly homework assignments as every class requires some amount of reading each day. Also sent home each month with the DEAR calendar is the Parent Pipeline which provides parents with a specific reading strategy they can work on with their child while completing the nightly reading assignment. | Darcy Silver                                 | 05/01/2014  |       |                   |                  |
| 2        | Determine a requirement for reading the parent handbook - how to make sure parents read it or conduct opening meetings to present highlights of the handbook                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spencer Landsman                             |             |       |                   |                  |
| 3        | Reach out to parents to determine their best method of communication (ex. day, time, methods). Our Dual Language Parent Liaison will research a mechanism through contacts at UIUC to be able to simultaneously send messages and information to parents via multiple information platforms (ie: email, Twitter, text message, etc.) as we have found some sets of stakeholders use primarily one of these modes of communication over another depending on their access to differing technologies. Additionally, annually survey parents on school/home communications; their effectiveness and content. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amanda Harris, Principal, Classroom Teachers |             |       |                   |                  |

|    |                                                                                                                                                                                                                                                                                  |                                                                                                                                                              |                              |            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------|
| 4  | Continue to hold PTA meetings, Fun Fair and Open House, First Day of School Coffee, PTA Wellness Committee                                                                                                                                                                       | Excellent parent participation in PTA meetings and school events throughout year.                                                                            | PTA, Spencer Landsman        | 06/04/2014 |
| 5  | Regularly (at least monthly) send out office newsletter with information about upcoming events and important dates, building procedures, academic and behavior initiatives, including PBIS updates, and strategies on how parents can help their students be successful at Leal. | Accomplished.                                                                                                                                                | Spencer Landsman             | 05/16/2014 |
| 6  | Continue to send out all school communications and those of outside groups in both English and Spanish                                                                                                                                                                           | This is a requirement for all whole school communications and information from outside groups.                                                               | Spencer Landsman             | 05/30/2014 |
| 7  | Hold curriculum nights and hold parent education nights/classes about healthy habits, ie: bedtime, eating, discipline, how to do homework that stress the importance of home support to reinforce what is taught and learned at school                                           |                                                                                                                                                              | Title I Teachers             |            |
| 8  | Maintain/update website - Keep building website current and up to date with information on special programs, events, building initiatives, and classroom events and projects.                                                                                                    | Gained ability to update website directly without going through Technology Dept. New events and information regularly uploaded by building secretary         | Office Staff and District PR | 06/04/2014 |
| 9  | Create a parent resource room                                                                                                                                                                                                                                                    | No space available at this time. Have parent resource table in front hall.                                                                                   | Guadalupe Ricconi            | 09/30/2013 |
| 10 | Establish a parent buddy system to keep each other in the loop - through PTA?                                                                                                                                                                                                    |                                                                                                                                                              | Spencer Landsman             |            |
| 11 | Respond to parent communications within one day of receipt                                                                                                                                                                                                                       | Building administrator has made all staff aware that this is a nonnegotiable expectation. No reports from parents this year that this has not been the case. | All school staff             | 08/20/2013 |
| 12 | Survey parents on school/home communications                                                                                                                                                                                                                                     |                                                                                                                                                              | Spencer Landsman             |            |

| Key Code | Objectives                                                                                                                                   | Indicator Type | Assigned to      | Target date | Tasks | % Tasks Completed | Objective Status           |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|-------------|-------|-------------------|----------------------------|
| IIB02    | Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (1049) |                | Spencer Landsman | 05/28/2014  | 4     | 100%              | Objective Met - 06/11/2014 |

| Tasks   |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                      |            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------|
| Task ID | Task Description                                                                                                                                       | Comments                                                                                                                                                                                                                                                                                                                                                                                       | Assigned to                                                          | Completed  |
| 1       | Grade level teams with create common math assessments once each quarter with pre- and post- tests administered to all students.                        | Accomplished in bi-weekly grade level meetings and 4 district cross building grade level meetings and administered in classrooms throughout the school year.                                                                                                                                                                                                                                   | Classroom Teachers                                                   | 05/30/2014 |
| 2       | All teachers will bring pre/post assessment data to Rtl meetings with said data driving the discussions about student learning in each classroom.      | Assessment data required at all regular classroom and IPS Rtl meetings. Meetings began with classroom teachers providing a summary of assessment data to Rtl team.                                                                                                                                                                                                                             | Classroom Teachers, Rtl Team                                         | 05/29/2014 |
| 3       | Grade level teams will meet regularly to analyze common assessment results to make informed instructional decisions in each classroom.                 | Teams met with grade level partners on second and fourth Mondays of each month.                                                                                                                                                                                                                                                                                                                | Classroom Teachers, Instructional Coach, Title I Teachers, Principal | 05/26/2014 |
| 4       | Teachers will plan differentiated instruction within the classroom based on the data obtained from the common assessments and grade level discussions. | Differentiated instruction was focus of district and building professional development this year part of which included book study of "Professional Development for Differentiating Instruction" by Cindy Strickland (ASCD). Differentiated instruction was specifically looked for during classroom walkthroughs (6 per classroom or instructional space)conducted by building administrator. | Classroom Teachers, Instructional Coach, Title I Teachers, Principal | 05/30/2014 |

| Status of Objective |                                                                                                  |                                                                                                                                                                                                                                                                                                         |
|---------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                  | Describe your Experience in pursuing this Objective                                              | 06/11/2014 This objective provided an excellent beginning for grade level teams to gather, analyze and make appropriate instructional decisions as a group and apply them in the classroom. From this experience, teachers have built the confidence necessary to develop this into a regular practice. |
| 2.                  | What continued work will be necessary to sustain your efforts and continue to meet the Objective | 06/11/2014 Teachers will continue to meet as grade level teams the second and fourth Mondays after school to continue this practice. Pre- and post-test assessments will also be a focus of 4 district cross building grade level meetings.                                                             |
| 3.                  | Evidence that this Objective has been fully and effectively implemented                          | 06/11/2014 See comments for individual action steps.                                                                                                                                                                                                                                                    |

| Key Code | Objectives                                                                                                                                                      | Indicator Type | Assigned to      | Target date | Tasks | % Tasks Completed | Objective Status           |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|-------------|-------|-------------------|----------------------------|
| IIB04    | Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051) | RTI,ELL        | Spencer Landsman | 05/28/2014  | 4     | 100%              | Objective Met - 06/11/2014 |

Tasks

| Task ID | Task Description                                                                                                                                                                                                                         | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assigned to        | Completed  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------|
| 1       | Gather information on student strengths and interests through pretests and student surveys.                                                                                                                                              | Benchmark and pre-test assessments used regularly throughout year to determine student strengths. Most classroom teachers conduct surveys to determine student interests at beginning of school year.                                                                                                                                                                                                                                                                                                                                            | Classroom Teachers | 05/30/2014 |
| 2       | Provide small group instruction such as guided reading and math groups                                                                                                                                                                   | All teachers trained on and provided with Fountas and Pinnell Benchmark Assessment Kits which were used to determine individual student reading levels and to plan guided reading groups. Ongoing grade level created pretests in math provided teachers with necessary information to create appropriate small groups in math to provide differentiated instruction throughout school year.                                                                                                                                                     | Classroom Teachers | 05/30/2014 |
| 3       | Scaffold directions and instructions and provide re-teaching material as needed. Provide individualized help through volunteers, America Reads/Counts tutors. Use peer tutors and cross-age tutors, including classroom Reading Buddies. | Over 3000 hours of student assistance provided by America Reads tutors from U Of I, Parkland students, and parent volunteers this school year. Most teachers used these volunteers to either pre-teach or re-teach material presented in class. As a result of classroom data and RtI team discussions with teachers, intervention plans were created for individual or small groups of students to address these areas.                                                                                                                         | Classroom Teachers | 05/30/2014 |
| 4       | Use ability grouping, supplemental projects, and team teaching to differentiate instruction.                                                                                                                                             | Benchmark and unit pre-tests used uniformly to determine student ability levels and create appropriate instructional groupings. Many examples of both cross grade and grade level cooperation between classrooms such as Reading Buddies, integrated activities between Spanish bilingual and English classrooms, participation in Engineers in the Classroom Rube Goldberg competition, The Dream Project, Math Talks, and many others. Many examples of classroom teachers at a variety of grade levels mixed classes for instruction in Math, | Classroom Teachers | 05/30/2014 |

|                     |                                                                                                  | Science, Social Studies and PE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Status of Objective |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.                  | Describe your Experience in pursuing this Objective                                              | 06/11/2014 Leal staff has long been accomplished at providing individualized instruction and assistance to both struggling and advanced students. The large number of volunteers available to teachers helps provide such services to all students and creates opportunities for them to participate in a wide variety of supplemental activities and projects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2.                  | What continued work will be necessary to sustain your efforts and continue to meet the Objective | 06/11/2014 We will be partnering with Krannert Center for the Performing Arts and the SITI Company of New York for a joint project on the theme of community for the next year. In addition we have applied to participate in KAM BAM at the University of Illinois Krannert Art Museum and have been selected for by the Champaign County Forest Preserve District for a grant to provide supplemental activities focused on outdoor education. We anticipate continued levels of volunteer efforts.                                                                                                                                                                                                                                                                                                                                                                         |
| 3.                  | Evidence that this Objective has been fully and effectively implemented                          | 06/11/2014 See comments for individual action steps. We had more volunteer hours at Leal than any other school in the district except possibly the middle school which is more than twice our size. This allowed us to provide a huge amount of individual assistance, scaffolding, and differentiated instruction to a large number of students in addition to the regular classroom instruction. A 5th grade student team, working with community volunteer engineers, took 1st place in the elementary division of the statewide Rube Goldberg competition at the U of I's engineering Open House. Students from grades K - 4 participated in Math Talks, an initiative of the Center for Education in Small Urban Communities from the U of I. Students learned both math and group dynamic skills exploring various methods for solving and talking about math problems. |

| Key Code | Objectives                                                                    | Indicator Type | Assigned to      | Target date | Tasks | % Tasks Completed | Objective Status |
|----------|-------------------------------------------------------------------------------|----------------|------------------|-------------|-------|-------------------|------------------|
| IIIA26   | All teachers will encourage students to check their own comprehension. (1091) |                | Spencer Landsman | 05/27/2015  | 5     | 0%                |                  |

Tasks

| Task ID | Task Description                                                                                                     | Comments | Assigned to      | Completed |
|---------|----------------------------------------------------------------------------------------------------------------------|----------|------------------|-----------|
| 1       | All teachers will teach students how to use some form of a graphic organizer to monitor their reading comprehension. |          | Spencer Landsman |           |



|   |                                                                                                                                                                                                                                                                                        |  |                  |  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|--|
| 2 | Grade level teams will discuss strategies and formats for teaching students about rubrics and how to create them and plan instruction for implementation in their classrooms.                                                                                                          |  | Spencer Landsman |  |
| 3 | Teachers will teach and regularly use "Think, Pair, Share" with all students.                                                                                                                                                                                                          |  | Spencer Landsman |  |
| 4 | All teachers will teach students appropriate developmental strategies such as but not limited to, "Stop and Jot" or reading with partner and summarizing after each page. Teachers will regularly (to be determined at grade level teams) assess student use of the strategies taught. |  | Spencer Landsman |  |
| 5 | All classrooms will have a Reading Buddies classroom pair with students being taught how to ask questions and discuss books.                                                                                                                                                           |  | Spencer Landsman |  |

| Key Code | Objectives                                                                                                                                                          | Indicator Type | Assigned to      | Target date | Tasks | % Tasks Completed | Objective Status |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|-------------|-------|-------------------|------------------|
| IVD03    | The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155) | SC,SP          | Spencer Landsman | 05/28/2014  | 5     | 80%               |                  |

Tasks

| Task ID | Task Description                                                                                                                                                                                                                                                              | Comments                                                                                                                                                                                                                                                                                                                                                                                    | Assigned to                                     | Completed  |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------|
| 1       | The school will communicate to parents explicit expectations of how/what parents can do at home to help their students be successful both academically and socially at Leal School.                                                                                           | Every grade level conducts parent information nights within the first two weeks of school to inform parents of school-wide and classroom expectations and how they can help at home. Classroom teachers receive regular information from classroom teachers and building administration on what is currently happening in classrooms and the building and the progress students are making. | Classroom Teachers, Title I Teachers, Principal | 05/30/2014 |
| 2       | The school will conduct quarterly parent meetings dealing with topics and strategies that would educate parents on how to help their students at home. These will include information on technology and strategies used by teachers at school to help meet individual student | A specific stipend position has been created for the 14-15 school year to plan and implement quarterly parent meetings that will provide information on how to help student at home. Additionally, a new Instructional Cadre position has been created to assist                                                                                                                            | Classroom Teachers/Title I                      |            |

## 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.)

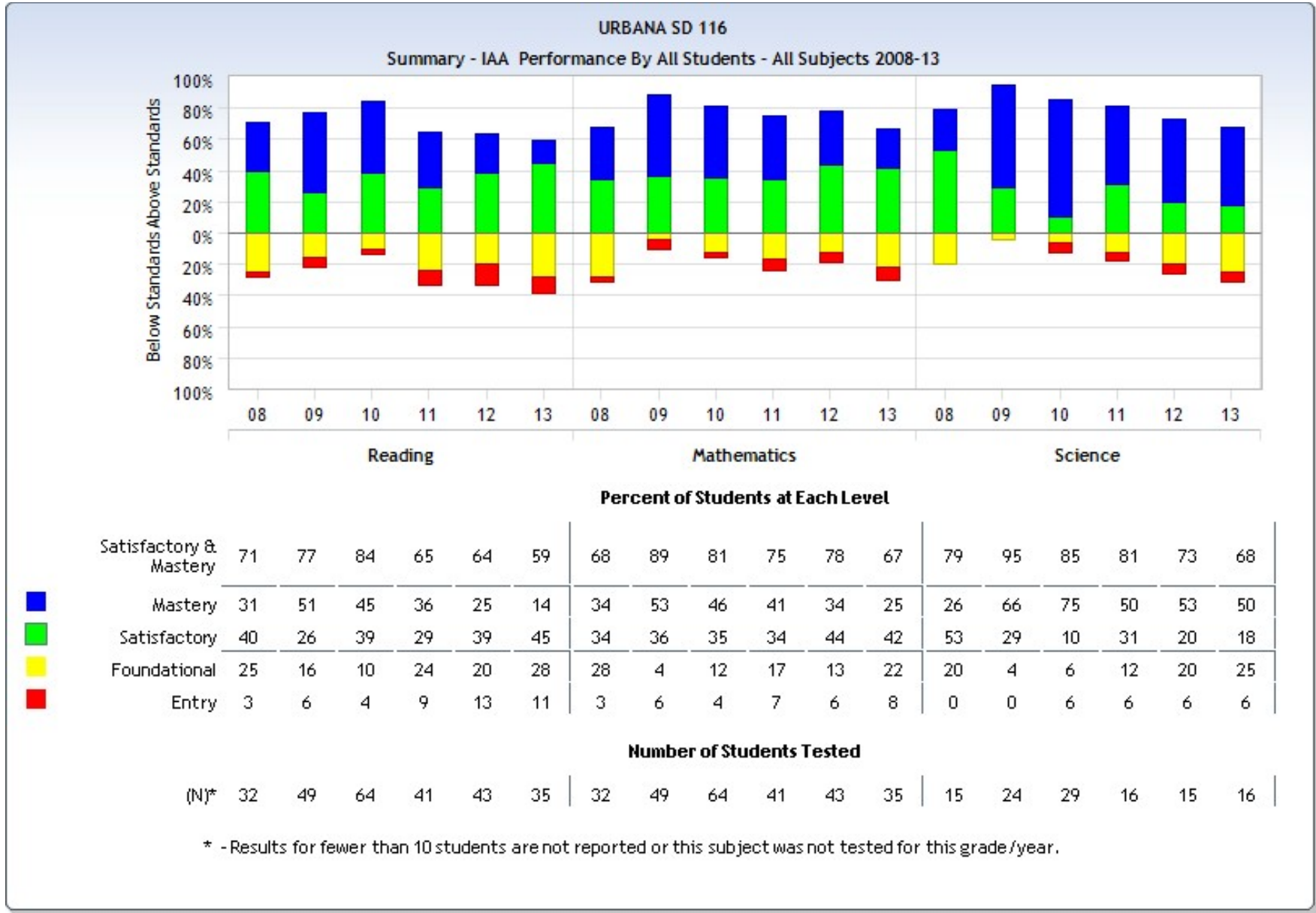
|                                             | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Reading - ISAT Results SubGroups</b>     | <b>81</b>   | <b>76.7</b> | <b>73.4</b> | <b>72.8</b> | <b>66.7</b> | <b>52.6</b> |
| White                                       | 88.7        | 89.4        | 88.9        | 93.2        | 88.4        | 77.9        |
| Black                                       | -           | -           | -           | 66.7        | -           | -           |
| Hispanic/Latino                             | 69.4        | 45.5        | 38.9        | 44.4        | 37.5        | 23.5        |
| Asian                                       | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native            | -           | -           | -           | -           | -           | -           |
| Two or More Races                           | 90.9        | -           | -           | -           | -           | -           |
| LEP                                         | 69.4        | 52.1        | 41.7        | 30.4        | 22.6        | 10.3        |
| Students with Disabilities                  | 62.5        | 30.8        | -           | -           | 58.3        | 37.5        |
| Low Income                                  | 67.8        | 59.8        | 52.8        | 55.4        | 48.1        | 32.4        |
| Native Hawaiian/Pacific Islander            | -           | -           | -           | -           | -           | -           |
| <b>Mathematics - ISAT Results SubGroups</b> | <b>88.1</b> | <b>87.1</b> | <b>83.3</b> | <b>85.3</b> | <b>81.8</b> | <b>51.2</b> |
| White                                       | 92.8        | 92.6        | 97.5        | 95.5        | 88.4        | 73.7        |
| Black                                       | -           | -           | -           | 91.7        | -           | -           |
| Hispanic/Latino                             | 83.3        | 72.7        | 61.1        | 71.4        | 72.8        | 26.5        |
| Asian                                       | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native            | -           | -           | -           | -           | -           | -           |

|                                  |      |      |      |      |      |      |
|----------------------------------|------|------|------|------|------|------|
| Two or More Races                | 90.9 | -    | -    | -    | -    | -    |
| LEP                              | 89.2 | 76   | 63.9 | 65.2 | 69.8 | 18.3 |
| Students with Disabilities       | 70.8 | 61.5 | -    | -    | 66.7 | 37.5 |
| Low Income                       | 82.8 | 77.2 | 71.1 | 76.5 | 71.4 | 32.9 |
| 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>83.7</b> | <b>70.3</b> | <b>70.8</b> | <b>69</b>   | <b>57</b> | <b>48.1</b> |
| White                            | 92.6        | 84.8        | 89.3        | 89.7        | 85.7      | 76.9        |
| Black                            | -           | -           | -           | 66.7        | -         | -           |
| Hispanic/Latino                  | -           | 7.7         | 45.5        | 35.7        | 25        | 13.6        |
| Asian                            | -           | -           | -           | -           | -         | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -         | -           |
| Two or More Races                | -           | -           | -           | -           | -         | -           |
| LEP                              | -           | 31.2        | 47.8        | 30.8        | 15.4      | 9.1         |
| Students with Disabilities       | -           | -           | -           | -           | -         | -           |
| Low Income                       | 66.7        | 44.8        | 55.3        | 52.8        | 36.5      | 16.1        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -         | -           |
| <b>Grade 4 SubGroups</b>         | <b>76.5</b> | <b>81.2</b> | <b>73.8</b> | <b>69.8</b> | <b>73</b> | <b>57.1</b> |
| White                            | 78.9        | 96.2        | 90          | 95.7        | 94.6      | 78.1        |
| Black                            | -           | -           | -           | -           | -         | -           |
| Hispanic/Latino                  | 72.7        | 54.5        | 28.6        | 44.4        | 37        | 28.6        |
| Asian                            | -           | -           | -           | -           | -         | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -         | -           |

11/17/2014 9:23:24 AM

|                                  |             |             |             |             |             |             |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | 73.9        | 54.5        | 30.8        | 30          | 15.8        | 16.7        |
| Students with Disabilities       | 58.3        | -           | -           | -           | 58.3        | -           |
| Low Income                       | 68.3        | 60.9        | 46.4        | 51.3        | 55.8        | 41.2        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 5<br/>SubGroups</b>     | <b>84.1</b> | <b>79.7</b> | <b>76.6</b> | <b>81.4</b> | <b>71.7</b> | <b>51.2</b> |
| White                            | 96.9        | 88.6        | 87          | 96.2        | 82.6        | 78.4        |
| Black                            | -           | -           | -           | -           | -           | -           |
| Hispanic/Latino                  | 64.3        | 65          | -           | 58.8        | 52          | 25.8        |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | 90.9        | -           | -           | -           | -           | -           |
| LEP                              | 61.5        | 66.7        | -           | -           | 41.2        | 0           |
| Students with Disabilities       | 66.7        | 30.8        | -           | -           | -           | 37.5        |
| Low Income                       | 67.9        | 70          | 56.5        | 65.5        | 55.3        | 33.3        |
| 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>         | 84.4 | 87.5 | 84.6 | 84.5 | 87.3 | 50   |
| White                            | 88.9 | 97   | 100  | 94.9 | 88.6 | 69.2 |
| Black                            | -    | -    | -    | 91.7 | -    | -    |
| Hispanic/Latino                  | 63.6 | 53.8 | 63.6 | 67.9 | 92.9 | 22.7 |
| Asian                            | -    | -    | -    | -    | -    | -    |
| American Indian or Alaska Native | -    | -    | -    | -    | -    | -    |
| Two or More Races                | -    | -    | -    | -    | -    | -    |
| LEP                              | -    | 62.5 | 65.2 | 65.4 | 92.3 | 18.2 |
| Students with Disabilities       | -    | -    | -    | -    | -    | -    |
| Low Income                       | 69.6 | 72.4 | 73.7 | 77.4 | 80.8 | 25.8 |
| Native Hawaiian/Pacific Islander | -    | -    | -    | -    | -    | -    |
| <b>Grade 4 SubGroups</b>         | 92.6 | 85.7 | 82   | 85.5 | 88   | 51.9 |
| White                            | 94.7 | 92.3 | 93.3 | 100  | 91.9 | 75   |
| Black                            | -    | -    | -    | -    | -    | -    |
| Hispanic/Latino                  | 86.4 | 72.7 | 57.1 | 73.1 | 82.1 | 30   |
| Asian                            | -    | -    | -    | -    | -    | -    |
| American Indian or Alaska Native | -    | -    | -    | -    | -    | -    |

11/17/2014 9:23:24 AM

|                                  |             |             |             |             |             |             |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | 87          | 75          | 61.5        | 65          | 75          | 23.1        |
| Students with Disabilities       | 83.3        | -           | -           | -           | 66.7        | -           |
| Low Income                       | 92.7        | 73.9        | 64.3        | 76.3        | 79.1        | 34.6        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 5<br/>SubGroups</b>     | <b>85.9</b> | <b>87.7</b> | <b>83.3</b> | <b>86.2</b> | <b>66.7</b> | <b>51.2</b> |
| White                            | 93.8        | 88.9        | 100         | 92.3        | 82.6        | 75.7        |
| Black                            | -           | -           | -           | -           | -           | -           |
| Hispanic/Latino                  | 93.3        | 85          | -           | 75          | 40          | 25.8        |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | 90.9        | -           | -           | -           | -           | -           |
| LEP                              | 92.9        | 86.4        | -           | -           | 29.4        | 8.3         |
| Students with Disabilities       | 58.3        | 61.5        | -           | -           | -           | 37.5        |
| Low Income                       | 79.3        | 82.5        | 75          | 75          | 50          | 35.1        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |



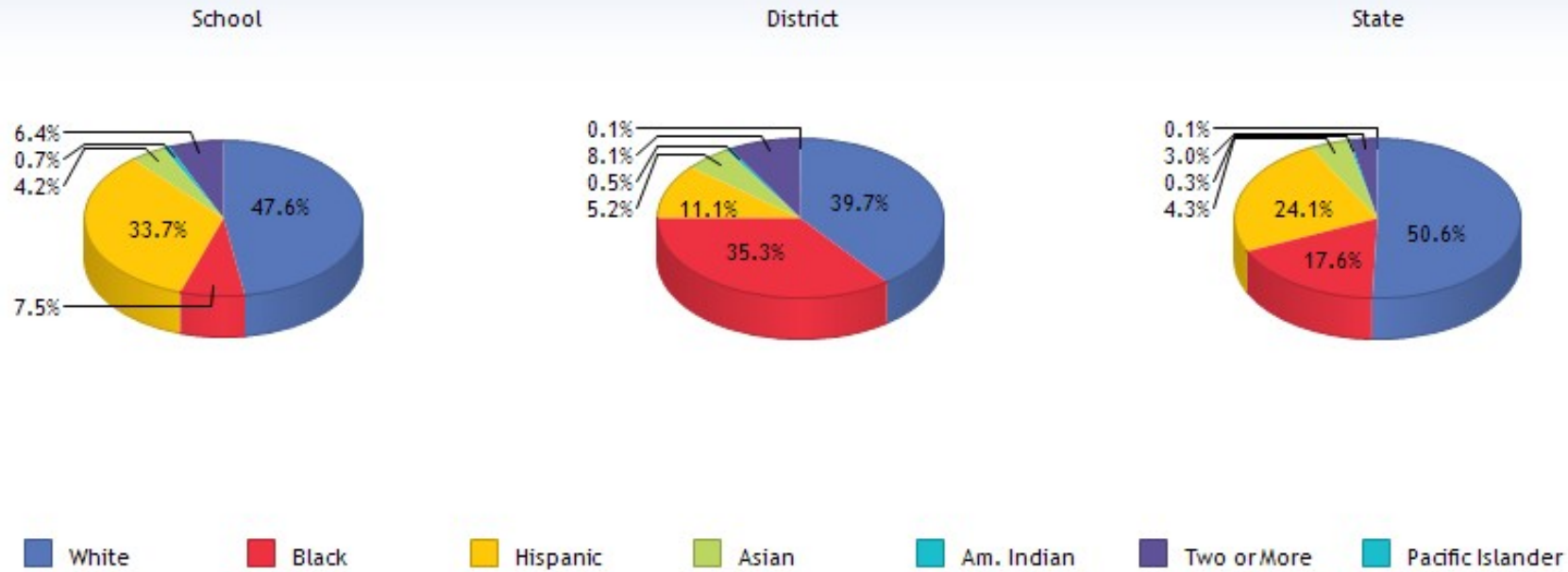
## School Information

| District Information                  |      |      |      |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|------|------|------|
|                                       | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Attendance Rate (%)                   | 93.9 | 94.2 | 94.4 | 94.9 | 94.4 | 94.6 | 95.5 | 95.4 |
| Truancy Rate (%)                      | 0.5  | 0.8  | 0.3  | 0.0  | 0.0  | 0.0  | 0.7  | 2.1  |
| Mobility Rate (%)                     | 25.9 | 14.8 | 16.1 | 13.2 | 14.6 | 15.6 | 13.3 | 16.2 |
| HS Graduation Rate, if applicable (%) | -    | -    | -    | -    | -    | -    | -    | -    |
| HS Dropout Rate, if applicable (%)    | -    | -    | -    | -    | -    | -    | -    | -    |
| School Population (#)                 | 405  | 387  | 379  | 392  | 405  | 443  | 440  | 454  |
| Low Income (%)                        | 56.3 | 51.4 | 54.4 | 57.1 | 57.0 | 61.9 | 61.6 | 62.8 |
| Limited English Proficient(LEP)(%)    | 18.5 | 23.0 | 25.6 | 29.3 | 30.1 | 31.2 | 35.2 | 31.7 |
| Students with Disabilities (%)        | -    | -    | -    | -    | 14.6 | 13.8 | 15.0 | 13.7 |
| White, non-Hispanic (%)               | 57.8 | 60.7 | 53.3 | 51.3 | 49.1 | 45.8 | 46.4 | 47.6 |
| Black, non-Hispanic (%)               | 11.1 | 7.5  | 5.8  | 8.2  | 7.9  | 7.0  | 6.4  | 7.5  |
| Hispanic (%)                          | 22.0 | 22.0 | 25.3 | 29.1 | 30.9 | 36.6 | 34.3 | 33.7 |
| Asian (%)                             | 1.5  | 2.3  | 1.6  | 2.0  | 1.0  | 2.5  | 3.2  | 4.2  |
| American Indian (%)                   | 0.2  | 0.8  | 0.8  | 0.8  | 1.0  | 1.4  | 1.6  | 0.7  |
| Two or More Races (%)                 | 7.4  | 6.7  | 13.2 | 8.7  | 10.1 | 6.5  | 8.2  | 6.4  |
| Native Hawaiian/Pacific Islander (%)  | -    | -    | -    | -    | -    | 0.2  | 0.0  | 0.0  |

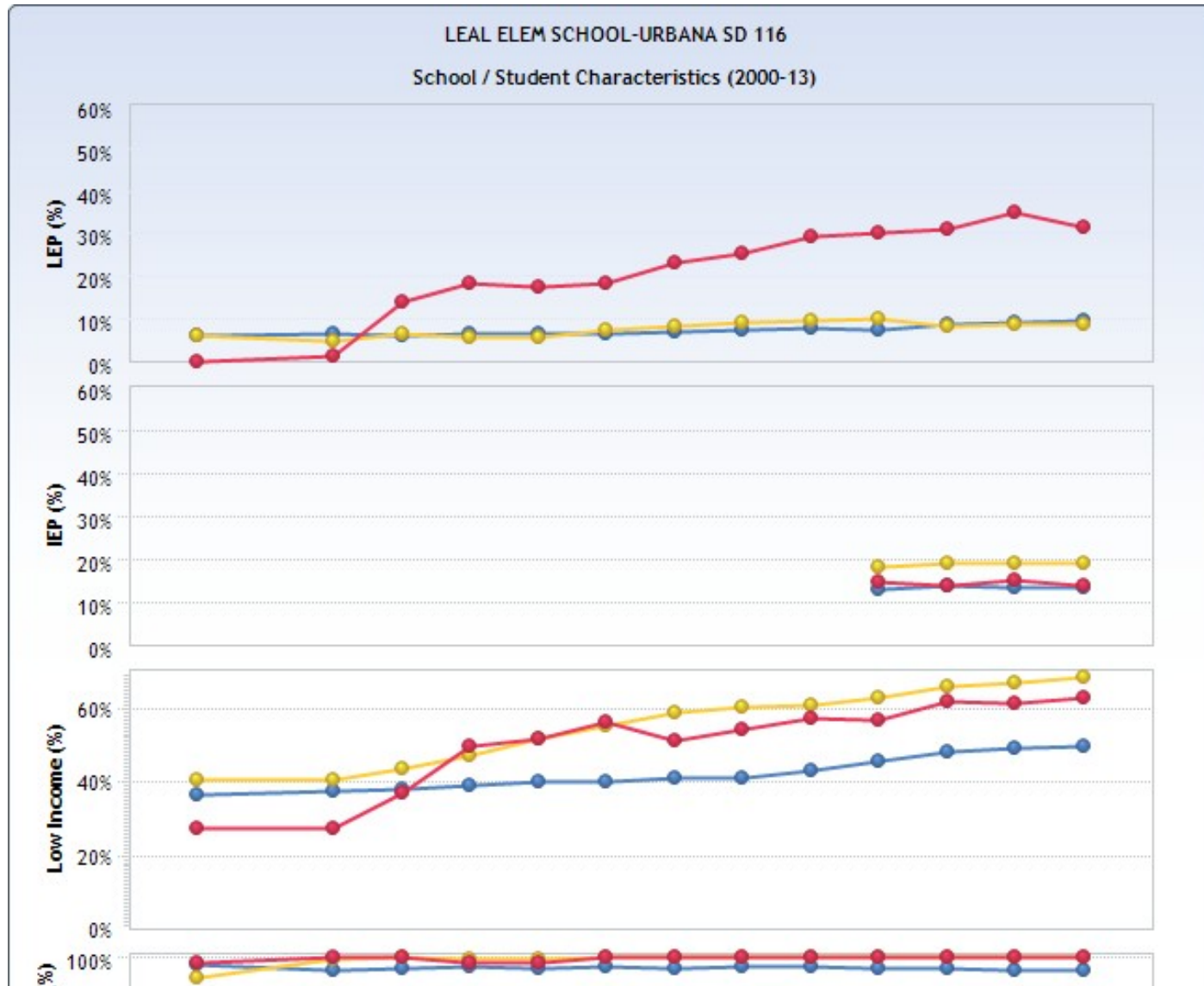
Note: Hyphens in the table indicate that data is not relevant for your plan.

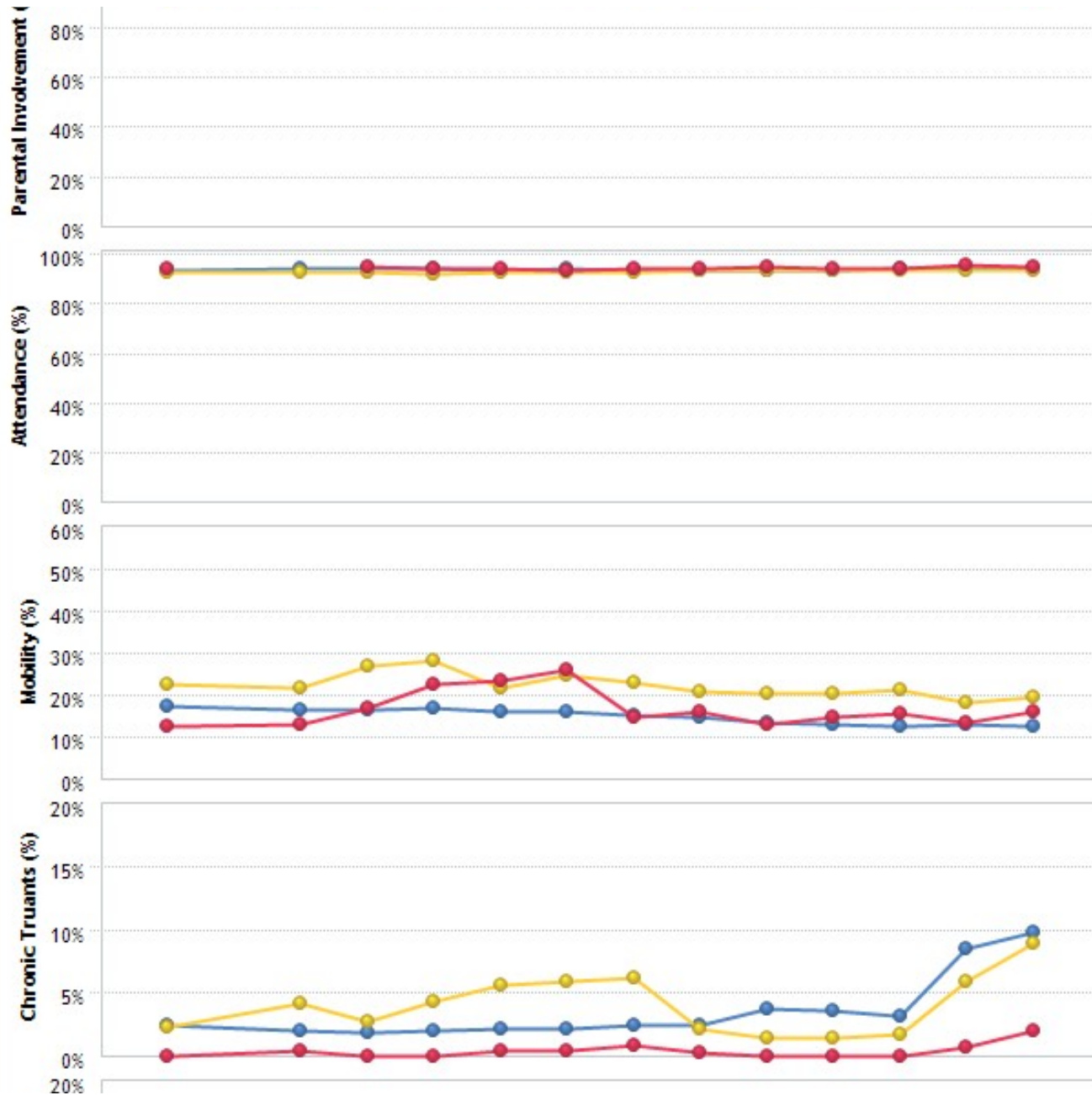
Student Race/Ethnicity

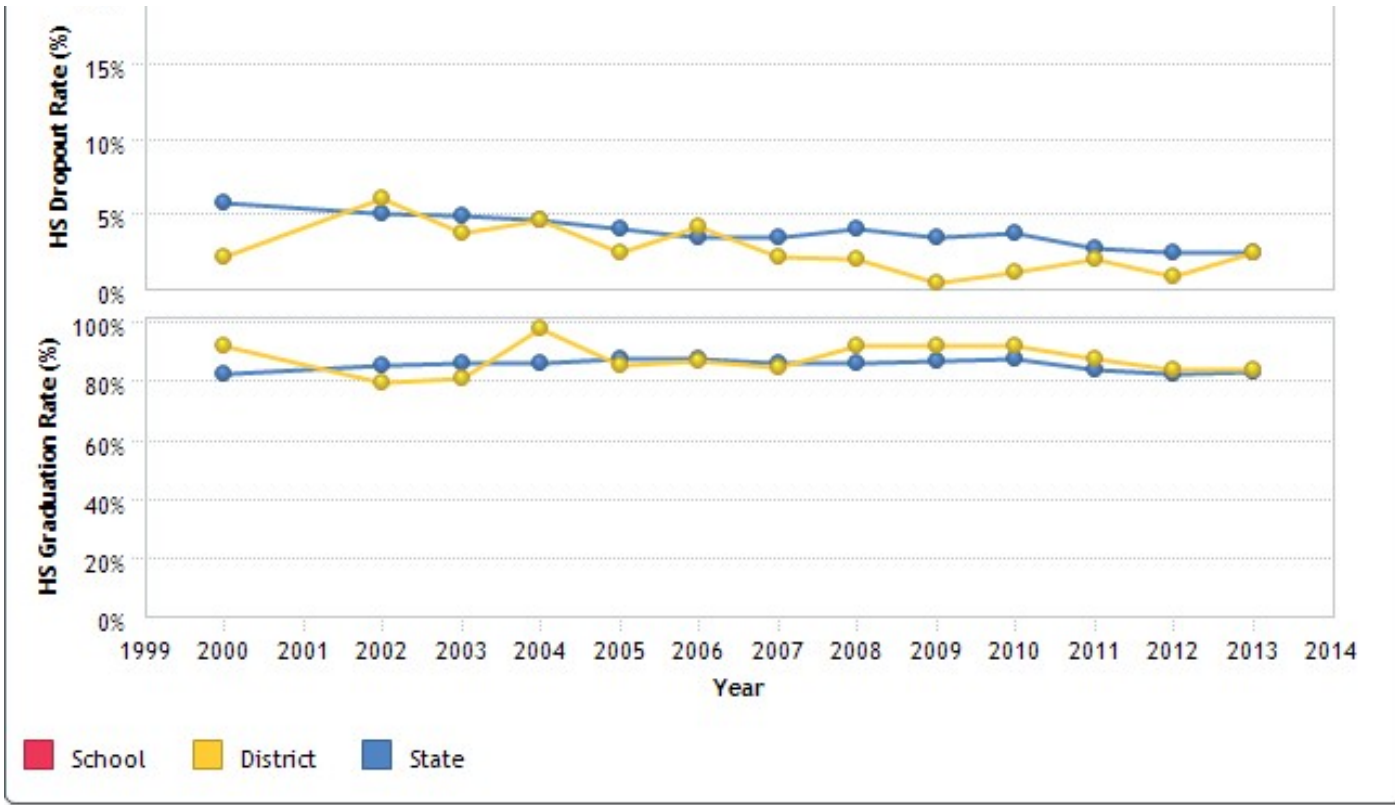
LEAL ELEM SCHOOL-URBANA SD 116  
 Student Characteristics - Race/Ethnicity (2013)



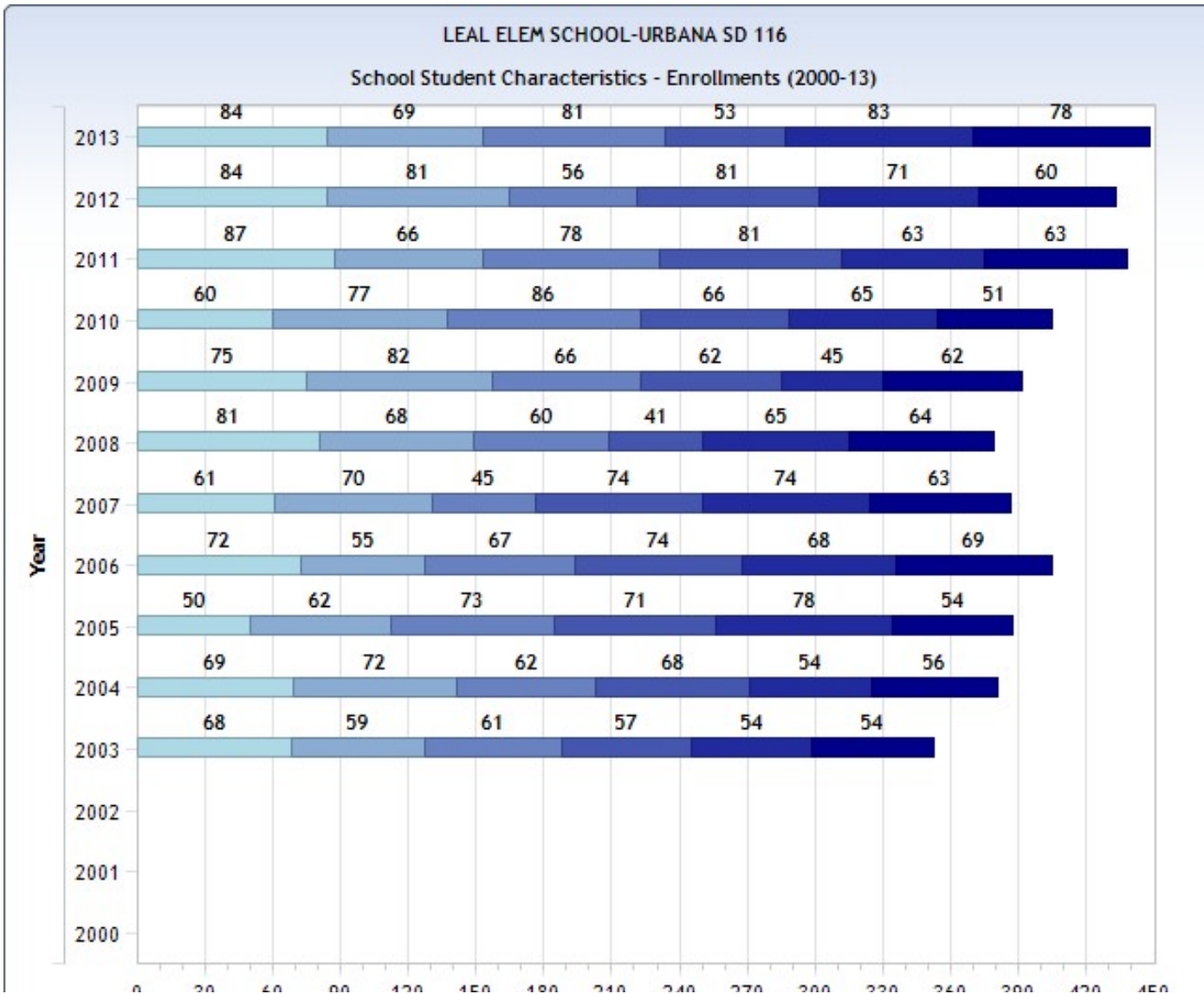
Educational Environment

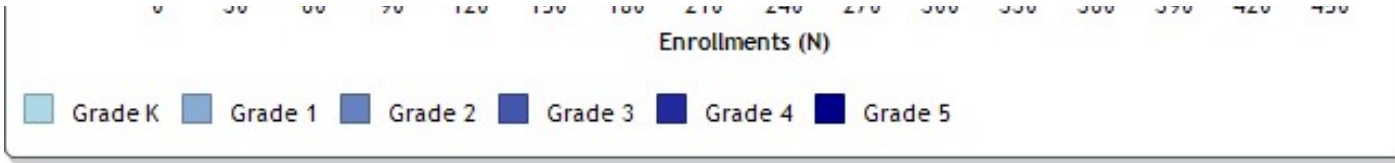




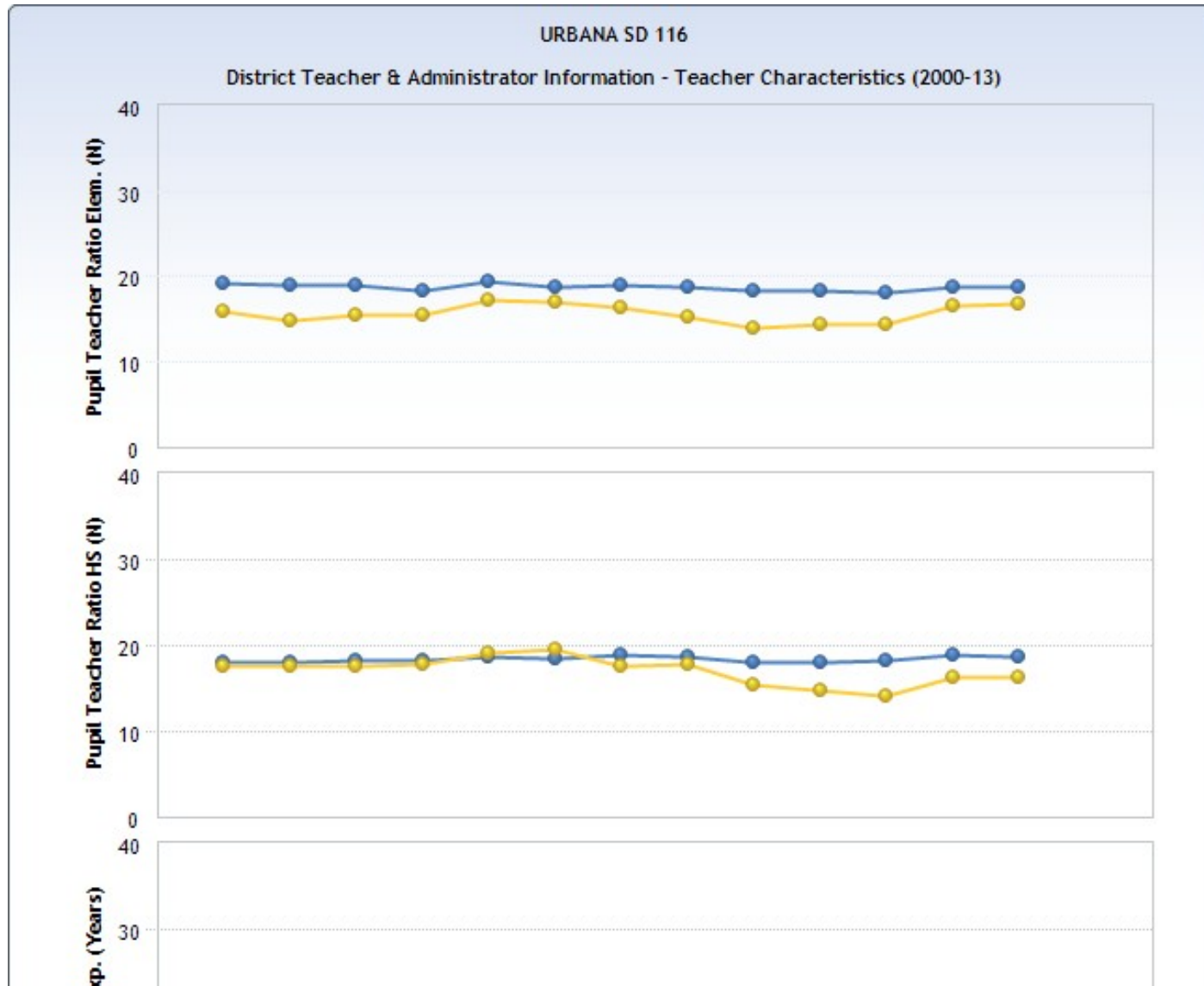


Enrollment Trends

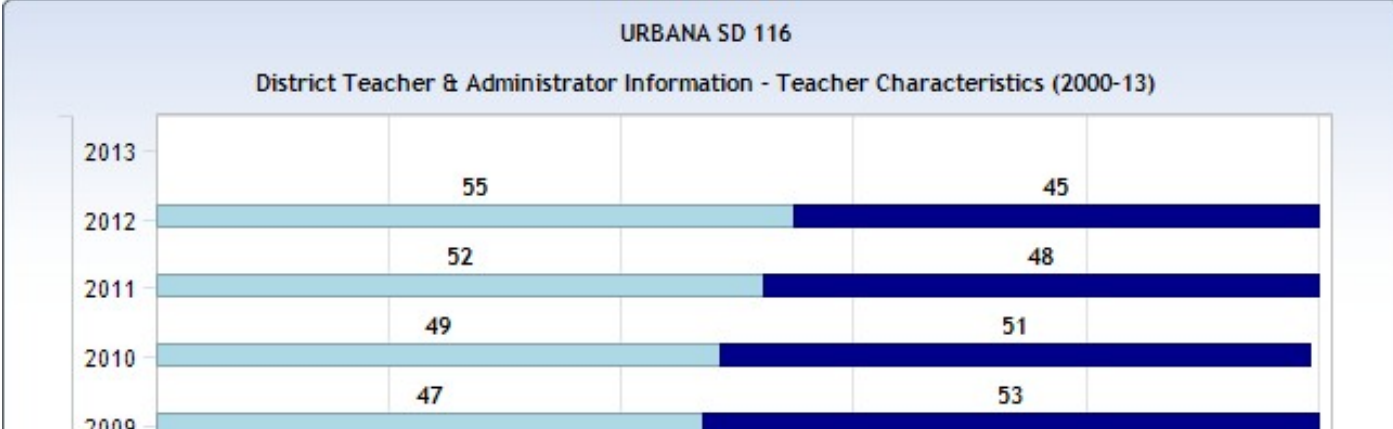
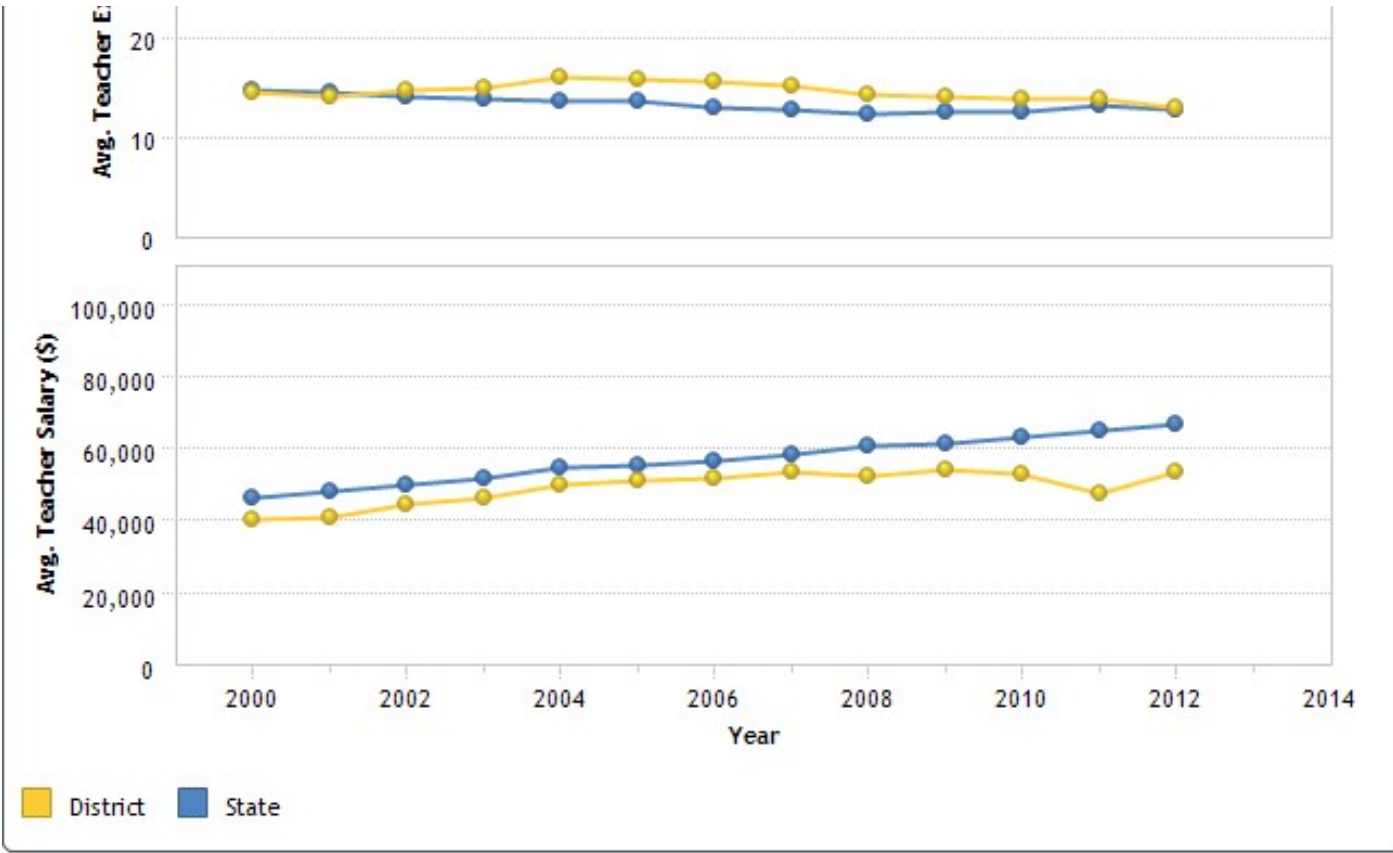


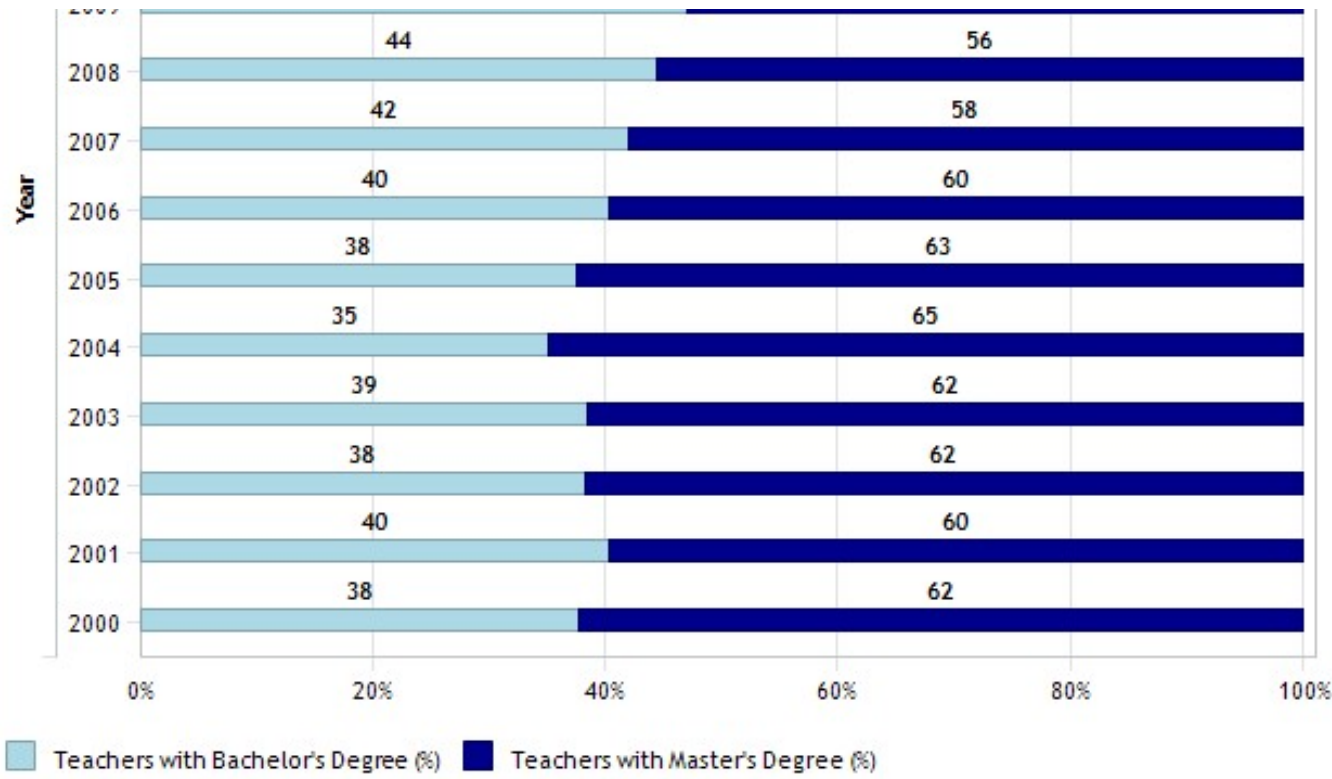


Educator Data









2013 AYP Report

|                                                       |           |                                                                                                                                     |                              |
|-------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Is this School making Adequate Yearly Progress (AYP)? | <b>No</b> | Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | <b>Yes</b>                   |
| Is this School making AYP in Reading?                 | <b>No</b> | 2013-14 Federal Improvement Status                                                                                                  | Restructuring                |
| Is this School making AYP in Mathematics?             | <b>No</b> | 2013-14 State Improvement Status                                                                                                    | Academic Watch 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     | 53.0                                 | 61.9                 | No      | 53.0        | 62.8                 | No      | 95.4             | Yes     |                 |         |
| White                      | 100.0                            | Yes     | 100.0       | Yes     | 77.0                                 | 86.7                 | No      | 73.6        | 80.6                 | No      | 95.6             |         |                 |         |
| Hispanic                   | 100.0                            | Yes     | 100.0       | Yes     | 19.1                                 | 27.3                 | No      | 25.0        | 39.6                 | No      | 95.6             |         |                 |         |
| LEP                        | 100.0                            | Yes     | 100.0       | Yes     | 14.1                                 | 20.0                 | No      | 18.8        | 34.3                 | No      | 95.5             |         |                 |         |
| Economically Disadvantaged | 100.0                            | Yes     | 100.0       | Yes     | 32.2                                 | 37.9                 | No      | 35.6        | 41.9                 | No      | 95.0             |         |                 |         |

**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.