

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:           | PRAIRIE ELEM SCHOOL    | Address:          | 2102 E WASHINGTON ST |
| City/State/Zip: | URBANA, IL, 61802 4520 | RCDTS Number:     | 090101160222007      |
| Principal:      | Yavonnda Smith         | Principal Email*: | ysmith@usd116.org    |
| Phone:          | 217384-3628      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 |
|-----------------|-----------------------|--------------|----------------------|----------------|
| Angela Ellis    | School Principal      | 2173843628   | aellis@usd116.org    |                |
| Laura Martin    | School Principal      | 217-384-3628 | lmartin@usd116.org   |                |
| Jodi Short      | School Principal      | 217-384-3628 | jshort@usd116.org    |                |
| Stevi Feldkamp  | School Principal      | 217 384-3628 | sfeldkamp@usd116.org |                |
| Michelle Bailey | School Principal      | 217-384-3628 | mbailey@usd116.org   |                |
| Paige Waggoner  | School Principal      | 2173843675   | pwaggoner@usd116.org | Teacher        |
| Heather Dunn    | School Principal      | 217-384-3628 | hdunn@usd116.org     |                |
| Kelli Mills     | School Principal      | 217-384-3628 | kmills@usd116.org    |                |
| stacie guido    | School Principal      | 217-384-3628 | sguido@usd116.org    |                |

11/17/2014 10:10:49 AM

|                      |                                |               |                            |           |
|----------------------|--------------------------------|---------------|----------------------------|-----------|
| Joyce Raney          | School Principal               | 2173843628    | jraney@usd116.org          |           |
| Kathleen Hansen      | School Principal               | 217-384-3628  | khansen@usd116.org         |           |
| Tanya Colman         | School Principal               | 2173843628    | tcolman@usd116.org         |           |
| Tonya Martin         | School Principal               | (217) 384-362 | tmartin@usd116.org         |           |
| Susan Miller         | School Principal               | 217-384-3628  | smiller@usd116.org         |           |
| Carla Dossett        | School Principal               | 1217 3843628  | cdossett@usd116.org        |           |
| Jaime Williams       | School Principal               | 217-384-3628  | jewilliams@usd116.org      |           |
| Terri Schuler-Murray | School Principal               | 217 384-3628  | tschuler-murray@usd116.org |           |
| Alison Macku         | School Principal               | 217-384-3628  | amacku@usd116.org          |           |
| theresa hughes       | School Principal               | 2173843628    | tmcdaniel@usd116.org       |           |
| Tracey Maxey         | School Principal               | 2173843628    | TMaxey@usd116.org          |           |
| Gail Rudisill        | School Principal               | 217 384 3628  | grudisill@usd116.org       |           |
| Yavonnda Smith       | School Principal               | 217-384-3628  | ysmith@usd116.org          | Principal |
| Yavonnda Smith       | School Principal Designee      | 217-384-3628  | ysmith@usd116.org          | Principal |
| Bryan Lake           | School Improvement Team Member | 217-384-3628  | blake@usd116.org           | Teacher   |
| Kim Loos             | School Improvement Team Member | 217-384-3628  | kloos@usd116.org           | Teacher   |
| Tamika Gardner       | School Improvement Team Member | 217-384-3628  | tgardner@usd116.org        |           |

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. |  | Partial Development/Implementation   |    |
| Index:   | 9  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            |  | We have a Monday Meeting schedule to help support our Professional Learning environment. We meet with Rtl Teams and Grade Level Teams.                       |    |

|  |  |   |               |
|--|--|---|---------------|
| 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. |  | Partial Development/Implementation  |               |
| Index:   | 6  | (Priority Score x Opportunity Score)  |               |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)   |               |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |               |
| Current level of development or implementation:            |  | The district provides each new teacher access to the New Teaching Mentoring Program, coaching from the Instructional Coach, recruitment efforts for diverse needs, and ongoing staff development for all staff. More efforts in maintaining the level of integrity and professionalism is an ongoing objective. |               |

|  |   |                                       |          |
|--|---|---------------------------------------|----------|
| 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. |   | 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 the school year, we designate every Monday for staff development. During the staff development designated time, we discuss innovative strategies, USD #116 Strategic Plan, data from previous years, and administrative initiatives. |  |

|  |   |  |    |
|--|---|--|----|
| 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. | Partial Development/Implementation  |  |    |
| Index:   | 2   | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |    |
| Current level of development or implementation:            | Some teams have written statements of purpose.  |  |    |

|  |  |  |    |
|--|--|--|----|
| 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: | A binder has the staff development sign-in sheets, minutes, and agendas.                       |  |    |

|  |   |  |       |
|--|---|--|-------|
| 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. | Partial Development/Implementation  |  |       |
| Index:   | 3   | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |       |
| Current level of development or implementation:            | The Title I Staff meets regularly once a month (7 times) to meet with classroom teachers and specialists to discuss data and instructional planning during RtI meeting times.   |  |       |

|  |   |  |    |
|--|---|--|----|
| 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. | 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:            | Our PD Cadre, Tech Cadre, Instructional Coach provide opportunities for the staff to implement the district's initiatives and building needs. |  |    |

|  |  |  |       |
|--|--|--|-------|
| ID10   | The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)<br><b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile. |  | SS,SW |
| 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:            | RtI, Grade Level Teams, PD Cadre, & Instructional Coach look at data in individual meetings to make decisions about school improvement and professional development needs.   |  |       |

|  |   |  |  |
|--|---|--|--|
| 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: | The Teachers have Grade Level Teams at the building and district level.                                   |  |  |

|  |  |                                       |  |
|--|--|---------------------------------------|--|
| 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:   | 2  | (Priority Score x Opportunity Score)  |  |
| Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest) |  |

|   |  |  |
|---|--|--|
| Opportunity Score:                              | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation: | Currently, not all grade levels have common planning time. It is difficult with a large number of staff, along with having a 3-strand grade level. The other times grade levels meet is during our Monday Meeting times. |  |

|  |  |  |  |
|--|--|--|--|
| IE05   | The principal participates actively with the school's teams. (1026)      |  |  |
| 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:            | Currently, I was able to attend 4 out of five grade level team 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:   | 6   | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |       |
| Current level of development or implementation:            | The administrator is limited in providing constructive feedback and instructional planning for staff in dealing with behaviors that affect the classroom learning environment. More focus will be designated in the future. |  |       |

|  |  |  |    |
|--|--|--|----|
| 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:  | 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:            | Principal monitors classroom instruction as possible when combined with other administrative duties. |  |    |

|  |   |  |    |
|--|---|--|----|
| 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:   | 3   | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |    |
| Current level of development or implementation:            |   | I was able to work with teachers that had a difficult learning environment, but was not able to provide that support to all staff. Students with crisis situations took priority over improving instructional practices. |    |

|  |  |   |    |
|--|--|---|----|
| 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. |  | 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 is an ongoing objective to improve and monitor instructional practices. I believe with the Danielson Framework, Student Growth Objectives, and re-structuring our Tiered Support for students, we were able to support and monitor teaching practices. |    |

|  |  |  |  |
|--|--|--|--|
| 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. |  | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            |  | We have staff celebrations, and school wide celebrations. I would like to incorporate more celebrations along-the-way.                                       |  |

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. | 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:            | Professional development is determined by district data, and the strategic plan guides the building initiatives.  |  |  |

|  |  |  |    |
|--|--|--|----|
| CL17   | Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339) |  | SD |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |    |
| Index:   | 6  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 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:            | Currently, we provide staff development around the following: PBIS, Daily 5, SEL, and Danielson Framework. WE use the following data: DIBELS, TENS, MCOMP, MCAP, Fonts & Pinnell.  |  |    |

|  |   |  |        |
|--|---|--|--------|
| 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: | Only a PBIS assessment is given at the beginning of the school year. |
|---|--|

|  |  |  |
|--|--|--|
| 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 are provided with ways to improve instructional practices, but would like to include peer observations. |  |

|  |  |  |
|--|--|--|
| IF08   | Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)   | SP,SW  |
|  | <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.   |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 6  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | The Leadership Team will compare evaluations to Danielson framework binders to target professional development needs. Currently the PD cadre meets regularly with the principal to make professional development decisions based on teacher feedback. There are also informal PD cadre meetings with colleagues. |  |

|  |   |  |
|--|---|--|
| IF10   | Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)         |  |
| 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:            | Once a month, teachers are able to share with others about their strengths as teachers, but not in a systematic approach. |  |

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. | 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:            | Teachers meet to plan units for their grade level at times during the year.   |  |

|  |   |  |           |
|--|---|--|-----------|
| 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:   | 3   | (Priority Score x Opportunity Score)   |           |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |           |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |           |
| Current level of development or implementation:            | With adoption of Common Core, grade levels have not implemented standards-aligned units across each subject area. Grade level teams are targeting more subject areas and establishing learning activities, rubrics and ongoing assessments. Grade levels need to evaluate current teaching units to update and make more effective. |  |           |

|  |  |  |
|--|--|--|
| IIA02  | Units of instruction include standards-based objectives and criteria for mastery. (1046) |  |
| 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:

Standards based objectives are outlined through the use of objective charts.

Indicator Analysis – Assessment

|  |  |  |  |
|--|--|--|--|
| CL19   | All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)   |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |  |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |  |
| Current level of development or implementation:            | As a staff, we meet every month to discuss and model physical, social, emotional, and cognitive competencies. Continued follow-through is crucial. |  |  |

|  |   |  |  |
|--|---|--|--|
| CL22   | All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336) |  |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |  |
| Index:   | 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:            | Most teachers acknowledge appropriate student behaviors and desired social skills.  |  |  |

|  |   |  |       |
|--|---|--|-------|
| IIC01  | Units of instruction include specific learning activities aligned to objectives. (1083)                 |  | SC,SS |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |       |
| Index:   | 3   | (Priority Score x Opportunity Score)   |       |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |       |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |       |
| Current level of development or implementation:            | Student Growth Objectives will assist in guiding the use of activities aligned to olearning objectives. |  |       |

|  |  |  |        |
|--|--|--|--------|
| 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:   | 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:            |  | Most materials are well-organized, labeled, and stored for convenient use by most teachers.  |        |

|  |  |   |       |
|--|--|---|-------|
| IIIA01   | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063) |   | SC,SS |
| Level of Development or Implementation for this Indicator. |  | Partial Development/Implementation  |       |
| Index:   | 6  | (Priority Score x Opportunity Score)  |       |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)   |       |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)        |       |
| Current level of development or implementation:            |  | We are given curriculum guides on Math, Reading/Language Arts, and Writing through the district. It has been difficult to acclimate new staff to district guidance. |       |

|  |  |  |       |
|--|--|--|-------|
| IIIA02   | All teachers develop weekly lesson plans based on aligned units of instruction. (1064) |  | SC,CL |
| 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 develop weekly lesson plans... this is monitored by Lesson Plan Walkthroughs.  |       |

|  |  |   |  |
|--|--|---|--|
| 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: |  | All teachers keep a gradebook of completed work assignments according to the learning objectives. |  |

|  |  |  |
|--|--|--|
| 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:   | 6  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | The school has benchmark assessments in place, and most teachers use a variety of assessments to guide student learning. |  |

|  |   |  |
|--|---|--|
| 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:            | (Title I expectation is being implemented.) Differentiated teaching is occurring in most classrooms, but is not always based on individual student needs.   |  |

|  |   |  |
|--|---|--|
| IIIA08   | All teachers review the previous lesson. (1070) |  |
| 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 review the previous lesson.       |  |

|  |  |  |
|--|--|--|
| IIIA09   | All teachers clearly state the lesson's topic, theme, and objectives. (1071) |  |
| 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 clearly state the lesson's topic, theme, and objectives. |  |

|   |   |  |
|---|---|--|
| III A10 All teachers stimulate interest in the topics. (1072) |   |  |
| 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 stimulate interest in the topics. |  |

|  |  |  |
|--|--|--|
| III A11 All teachers use modeling, demonstration, and graphics. (1073) |  |  |
| 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 modeling, demonstration, and graphics. |  |

|  |  |  |
|--|--|--|
| III A13 All teachers explain directly and thoroughly. (1075) |  |  |
| 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 explain directly and thoroughly. |  |

|  |   |  |
|--|---|--|
| IIIA14   | All teachers maintain eye contact. (1076) |  |
| 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 maintain eye contact.       |  |

|  |   |  |
|--|---|--|
| IIIA15   | All teachers speak with expression and use a variety of vocal tones. (1077) |  |
| 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 speak with expression and use a variety of vocal tones.       |  |

|  |   |  |
|--|---|--|
| IIIA16   | All teachers use prompting/cueing. (1078)   |  |
| 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 use prompting/cueing. This is monitored with a feedback sheet provided to teachers. |  |

|  |  |                                       |
|--|--|---------------------------------------|
| IIIA17   | All teachers re-teach when necessary. (1079) |                                       |
| 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 re-teach when necessary. |  |

|  |  |  |
|--|--|--|
| 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 classes review with drill/class recitation.           |  |

|  |  |  |
|--|--|--|
| IIIA19   | All teachers review with questioning. (1081) |  |
| 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 review with questioning.       |  |

|  |   |  |
|--|---|--|
| IIIA20   | All teachers summarize key concepts. (1082) |  |
| 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 summarize with key concepts.  |  |

|  |   |  |
|--|---|--|
| IIIA21   | All teachers re-teach following questioning. (1086) |  |
| 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 teachers re-teach following questioning. |  |

|  |  |  |
|--|--|--|
| III A25  | 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:            | Most teachers encourage students to paraphrase, summarize, and relate.       |  |

|  |  |  |
|--|--|--|
| III A26  | All teachers encourage students to check their own comprehension. (1091) |  |
| 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 encourage students to check their own comprehension.       |  |

|  |   |  |
|--|---|--|
| III A27  | All teachers verbally praise students. (1092) |  |
| 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 verbally praise students.       |  |

|   |   |  |
|---|---|--|
| 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:                               | Most teachers travel to all areas while students are working. |  |

|  |   |  |
|--|---|--|
| IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). (1157) |   |  |
| 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 interact instructionally with students. |  |

|   |  |  |
|---|--|--|
| IIIA32 All teachers interact managerially with students (reinforcing rules, procedures). (1158) |  |  |
| 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 interact managerially with students. |  |

|  |   |  |
|--|---|--|
| 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:   | Through training on Power of Our Words, the teachers have had modeled behavior of interacting with students socially. |  |

|  |  |  |
|--|--|--|
| IIIA35   | Students are engaged and on task. (1161)   | SP   |
| 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:            | Are students authentically engaged or on task? Walk through data is needed to address current level of engagement vs on task behavior. Most students are on task and compliant, but not necessarily authentically engaged. |  |

|  |   |  |
|--|---|--|
| 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. | 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 assess student mastery other than by computer programs.                                 |  |

|  |  |  |
|--|--|--|
| IIIB01   | All teachers maintain a file of communication with parents. (1167) |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |  |
| Evidence that this indicator has been fully and effectively implemented: | Parent Contact Logs are collected each month from all staff.       |  |

|  |   |  |
|--|---|--|
| IIIB02   | All teachers regularly assign homework (4 or more days a week). (1168)                          |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |
| Index:   | 6   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We implemented a Homework Policy for all grades (K-5). Most teachers regularly assign homework. |  |

|  |   |
|--|---|
| 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: | Teachers have a Homework Log for students to ensure homework is returned. |

|   |  |
|---|--|
| 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:  | 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 classrooms are designed for students to work on curriculum-related activities while waiting on assistance.  |

|  |  |
|--|--|
| IIIC04 Students raise hands or otherwise signal before speaking. (1101)  |  |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented: | In creating environments conducive to learning, students are taught to raise their hands to signal (PBIS). |

|  |  |
|--|--|
| IIIC05 All teachers use a variety of instructional modes. (1102) |  |
| 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 use a variety of instructional modes.  |

|   |                                    |
|---|------------------------------------|
| IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103) |                                    |
| 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 maintain well-organized learning materials. |  |

|   |   |  |
|---|---|--|
| 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:            | As a school initiative, all classrooms have rules and procedures posted (PBIS). |  |

|   |   |  |
|---|---|--|
| IIIC09 All teachers correct students who do not follow classroom rules and procedures. (1106) |   |  |
| 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 correct students who do not follow rules and procedures (continue to work on building consistency). |  |

|  |  |  |
|--|--|--|
| 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:                         | Transition Meetings for Pre-K to meet with school teams about students' needs. |  |

|  |                                    |                                       |        |
|--|------------------------------------|---------------------------------------|--------|
| IIIC12 All teachers engage all students (e.g., encourage silent students to participate). (1109) |                                    |                                       | SP,ELL |
| Level of Development or Implementation for this Indicator.                                       | Partial Development/Implementation |                                       |        |
| Index:   | 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: | Most teachers are good at encouraging and enforcing compliant behavior. Most teachers engage their students and provide a safe, comfortable classroom environment. |  |

|  |  |  |    |
|--|--|--|----|
| 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. | 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 provide motivation to high levels of learning.   |  |    |

|  |  |  |        |
|--|--|--|--------|
| 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: | Transition Meetings are held for Pre-K students with their school teams.   |  |        |

|  |  |  |  |
|--|--|--|--|
| 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:            | Most teachers utilize high-quality questions (have provided training on Bloom's Taxonomy).         |  |  |

|     |   |  |    |
|-----|---|--|----|
| 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.               | Full Implementation  |
| Evidence that this indicator has been fully and effectively implemented: | The use of the Computer Lab, ipad carts, and SMART boards has enhanced student learning. |



## 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:   | 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 have developed pre and post tests for student mastery (Danielson Framework).                   |  |    |

|  |  |  |  |
|--|--|--|--|
| 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:            | Most teachers use a pre and post test. . working towards consistency.  |  |  |

|  |  |  |    |
|--|--|--|----|
| 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:            | This year, the pre and post tests started to be reviewed by grade level teams using Student Growth Objectives. |  |    |

|  |  |  |         |
|--|--|--|---------|
| IIB04  | Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051) |  | RTI,ELL |
| Level of Development or Implementation for this Indicator.               |  | Full Implementation  |         |
| Evidence that this indicator has been fully and effectively implemented: |  | Most teachers differentiate instruction based on 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:            |  | Most teachers re-teach based on post-test results.   |  |

|  |  |                                |    |
|--|--|--------------------------------|----|
| 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: |  | District mandated assessments. |    |

|  |   |   |    |
|--|---|---|----|
| 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: |   | Teachers receive reports from standardized and objective-based tests. |    |

|  |   |                     |        |
|--|---|---------------------|--------|
| 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: | We utilize Skyward, SWIS, and AIMS Web to access the school's database. |
|--|---|

|  |   |  |       |
|--|---|--|-------|
| <b>IID06</b>   | Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)  |  | SS,SD |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |       |
| Index:   | 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:            | The goals were determined by Grade Level Teams and district initiatives. Grade Level Teams meet every month to review student learning data or any necessary changes to the learning environment. |  |       |

|  |  |  |          |
|--|--|--|----------|
| <b>IID07</b>   | The Leadership Team monitors school-level student learning data. (1058)  |  | SC,SS,SD |
| 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:            | The staff is able to meet with RtI, Grade Level Teams, Behavior Teams, PD Cadre, & Instructional Coaching to monitor the student learning data. We are striving to acclimate all staff to drive their instruction. |  |          |

|  |   |  |       |
|--|---|--|-------|
| <b>IID08</b>   | 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. | 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:            | Instructional teams are good at reviewing data, but not all teams are using the data to drive instruction.  |  |       |

|  |   |       |
|--|---|-------|
| 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: | Instructional Teams use student learning data from assessments to guide their instructional practices. We will continue to meet during our Monthly Monday meetings, RTI meetings, and Grade Level Meetings. |       |

|  |  |        |
|--|--|--------|
| 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: | Title I Teachers meet monthly with teachers to review student data, Grade Level Teams meet two times a month to discuss student growth, and individual problem solving is conducted during RtI Meetings. |        |

|  |  |    |
|--|--|----|
| IID11  | Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062)<br><b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty. | SW |
| Level of Development or Implementation for this Indicator.               | Full Implementation  |    |
| Evidence that this indicator has been fully and effectively implemented: | Students are identified through a universal screener in order to provide students with small group instruction based on student needs. Title I Staff meets monthly with teacher to monitor student success.  |    |

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: | A Homework Policy is included in our Student Parent Handbook that includes all grades K-5. |  |

|  |  |  |
|--|--|--|
| CL15   | All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342) |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We currently have staff sending home newsletters two times a month to parents and guardians. We will need to reinforce the physical, emotional, behavioral, and academic competencies.                                 |  |

|  |  |  |    |
|--|--|--|----|
| 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:  | 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:            | Ongoing communication with parents and guardians is completed on a bi-monthly basis.   |  |    |

|  |  |  |  |
|--|--|--|--|
| 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. |  | No development/Implementation  |  |
|  |  | Will include in plan   |  |
| 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:            |  | I would like to implement surveys for our parents, guardians, students, and stakeholders.  |  |

|  |   |  |              |
|--|---|--|--------------|
| IIIB06   | All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)<br><b>Title I Expectations:</b> The plan must articulate strategies to increase parental involvement. |  | SC,SP,ELL,SW |
| Level of Development or Implementation for this Indicator. |   | Partial Development/Implementation   |              |
| Index:   | 3   | (Priority Score x Opportunity Score)   |              |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |              |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |              |
| Current level of development or implementation:            |   | Teachers report student mastery to caregivers via the standards-based report card and parent-teacher conferences.  |              |

|  |   |   |    |
|--|---|---|----|
| 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 school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. The compact is included in the handbook, and must be signed and returned by parents and put on file. |    |

|  |  |  |    |
|--|--|--|----|
| 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 school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students at the beginning of each school year. |    |

|  |  |  |    |
|--|--|--|----|
| IVD02  | The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115) |  | SP |
| Level of Development or Implementation for this Indicator. |  | Partial Development/Implementation   |    |
| Index:   | 3  | (Priority Score x Opportunity Score)   |    |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |    |
| Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |    |
| Current level of development or implementation:            |  | Teachers are required to turn in monthly parent contact logs and are encouraged to make positive comments. Teachers are also required to do twice-monthly newsletters. Many teachers also communicate with weekly folders. |    |

|  |   |   |       |
|--|---|---|-------|
| 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:   | 3   | (Priority Score x Opportunity Score)  |       |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)   |       |
| Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |       |
| Current level of development or implementation:            |   | Each household is given the PBIS matrix and the compact/handbook, which advises caregivers of at-home activities. Reading Logs are available for parents to encourage a culture of reading at home. |       |

Indicator Analysis – Conditions for Learning

|  |  |  |         |
|--|--|--|---------|
| CL1  | The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)<br><b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met. |  | RTI, SW |
| Level of Development or Implementation for this Indicator.               |  | Full Implementation  |         |
| Evidence that this indicator has been fully and effectively implemented: |  | Currently, we use our Title I Staff to service students that are not meeting benchmark. We also have RtI to meet the individual needs of students physically, emotionally, behaviorally, and academically. |         |
| CL10   | The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)   |  |         |
| Level of Development or Implementation for this Indicator.               |  | Full Implementation  |         |
| Evidence that this indicator has been fully and effectively implemented: |  | We have instilled the motto: Everybody is Somebody! We meet monthly to review the PBIS expectations for the school. WE celebrate school-wide with success.   |         |
| CL11   | The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)  |  |         |
| Level of Development or Implementation for this Indicator.               |  | Partial Development/Implementation   |         |
| Index:   | 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 the 2014-2015 school year, we will have several new personnel to meet the needs of our student population.  |         |
| 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.               |  | 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 the 2014-2015 school year, we will have school personnel to meet the needs of all students, not only in the classroom, but also in the office setting. |  |

|  |  |    |
|--|--|----|
| 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: | Title I assesses all students at Prairie School. We meet two times a month to ensure students are receiving the necessary services.  |    |

|  |  |  |
|--|--|--|
| 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. | Partial Development/Implementation   |  |
| Index:   | 9  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We have used the district initiatives and Danielson framework to assist with developing Student Growth Objectives through district meetings, staff development, RtI, and Grade Level Meetings. |  |

|  |   |  |
|--|---|--|
| CL4  | All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346) |  |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation  |  |
| Index:   | 9   | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

|   |   |
|---|---|
| Current level of development or implementation: | We have used the book as a staff: Power of Our Words. We will continue to teach, model, and train staff on how to foster a positive school environment. |
|---|---|

|  |  |  |
|--|--|--|
| 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: | Through classroom observations, walkthroughs, monthly meetings, informal observations, and meeting with RtI and PBIS Teams, I have been able to model and foster a positive environment. |  |

|  |  |  |
|--|--|--|
| 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. | Partial Development/Implementation   |  |
| Index:   | 6  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We have several innovative strategies in place to ensure a positive school environment through PBIS. We are striving to have ALL classrooms feel welcoming, be safe, and conducive to learning. The Power of Our Words will need to be revisited to maintain the level of integrity for all staff and students. The Leadership Team would like to support this initiative. |  |

|  |  |  |
|--|--|--|
| 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. | Partial Development/Implementation   |  |
| Index:   | 6  | (Priority Score x Opportunity Score)   |
| Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Current level of development or implementation:            | We will continue to service as many students as possible with the amount of staff we have.                                       |  |

|  |  |  |
|--|--|--|
| CL9  | All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350)<br><b>Title I Expectations:</b> Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. | SW   |
| Level of Development or Implementation for this Indicator. | Partial Development/Implementation   |  |
| Index:   | 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 invite valid and reliable supports identified by the school leadership into their classrooms.  |  |

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             | Yavonnda Smith | 05/29/2015     | 5         | 0%                |                  |
| Tasks    |  |                |                |                |           |                   |                  |
| Task ID  | Task Description   | Comments       |                | Assigned to    | Completed |                   |                  |
| 1        | Classroom teachers send home a newsletter to parents twice a month (every 1st & 3rd Friday) to include the following: Common Core Standards, reading and/or math strategies for parents to use at home, and homework tips and reminders to support additional classwork. |                |                | Yavonnda Smith |           |                   |                  |
| 2        | School Leadership will send home a newsletter bi-monthly to inform parents and guardians   |                |                | Yavonnda Smith |           |                   |                  |
| 3        | All staff will complete Parent Contact Logs each month to record communication with parents and guardians.   |                |                | Yavonnda Smith |           |                   |                  |
| 4        | School Leadership will complete a Parent Contact Log monthly.  |                |                | Yavonnda Smith |           |                   |                  |
| 5        | Dual Language Family Coordinator & Family Academic Support & Engagement Coordinator are working with classroom teachers to outreach to parents & guardians.  |                |                | Yavonnda Smith |           |                   |                  |

| Key Code | Objectives   | Indicator Type | Assigned to    | Target date    | Tasks     | % Tasks Completed | Objective Status |
|----------|--|----------------|----------------|----------------|-----------|-------------------|------------------|
| IE07     | The principal will monitor curriculum and classroom instruction regularly. (1028)  | SP             | Yavonnda Smith | 05/29/2015     | 2         | 0%                |                  |
| Tasks    |  |                |                |                |           |                   |                  |
| Task ID  | Task Description   | Comments       |                | Assigned to    | Completed |                   |                  |
| 1        | The Principal will create a calendar for conducting informal and formal observations, informal observations, and classroom walkthroughs to help monitor classroom instruction and curriculum regularity. |                |                | Yavonnda Smith |           |                   |                  |
| 2        | Classroom data collected for walkthroughs will be reviewed and shared with all staff at Staff Development Meetings to build capacity of student engagement in the classrooms.                            |                |                | Yavonnda Smith |           |                   |                  |

| Key Code | Objectives   | Indicator Type | Assigned to    | Target date    | Tasks     | % Tasks Completed | Objective Status |
|----------|--|----------------|----------------|----------------|-----------|-------------------|------------------|
| IID08    | Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059) | SC,SP          | Yavonnda Smith | 05/29/2015     | 6         | 0%                |                  |
| Tasks    |  |                |                |                |           |                   |                  |
| Task ID  | Task Description   | Comments       |                | Assigned to    | Completed |                   |                  |
| 1        | All classroom teachers will meet monthly with Literacy Interventionists to review Reading Records on all students.   |                |                | Yavonnda Smith |           |                   |                  |
| 2        | Reading Records are conducted on every student in their classroom to assess the instructional levels.  |                |                | Yavonnda Smith |           |                   |                  |
| 3        | Walkthroughs will be conducted on every staff member.  |                |                | Yavonnda Smith |           |                   |                  |
| 4        | Tier 2 & Tier 3 Teams meet monthly to review social, emotional, and  |                |                | Yavonnda Smith |           |                   |                  |

## Report Card Data Overview

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

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

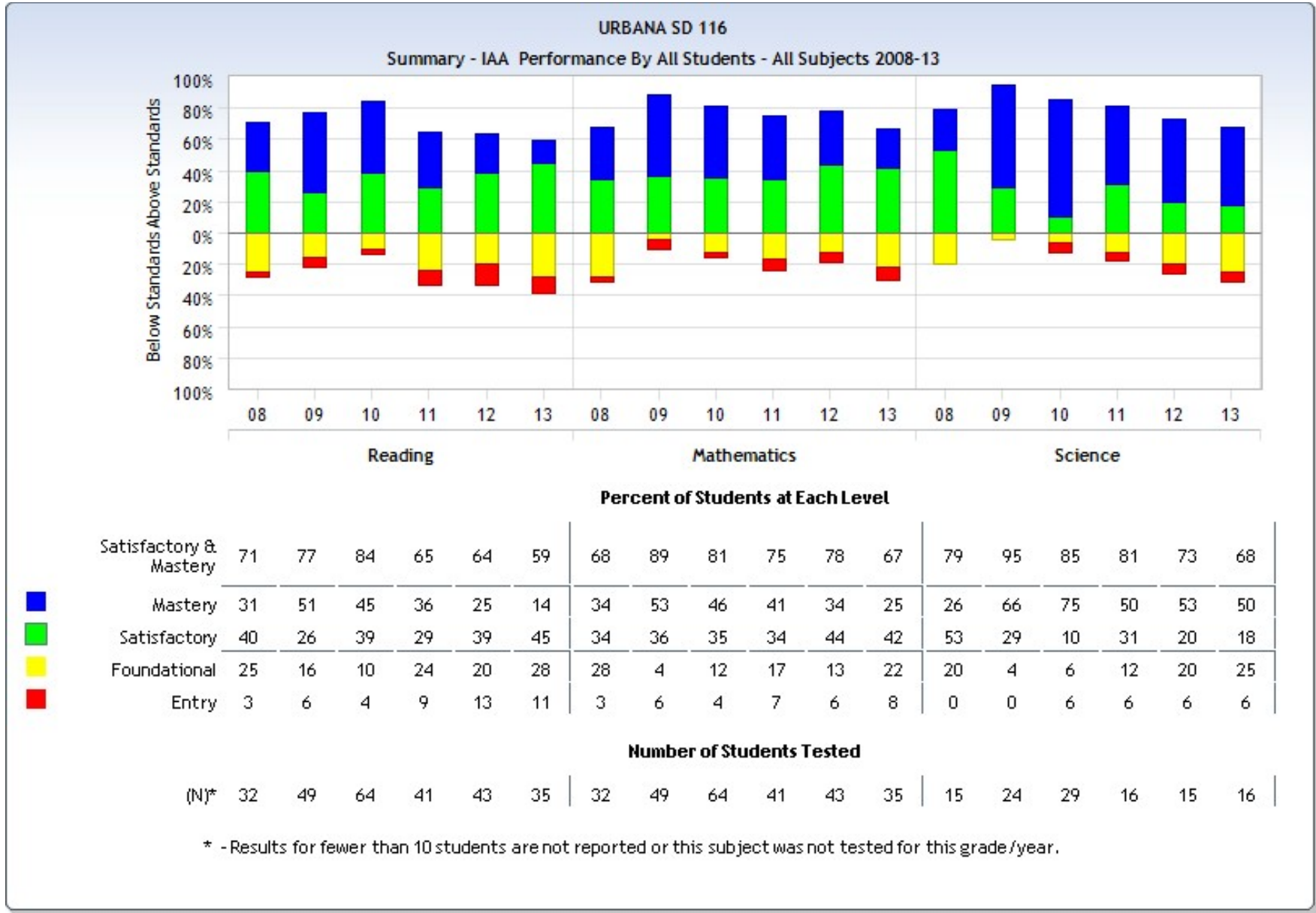
|                                   | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Reading - ISAT Results</b>     |             |             |             |             |             |             |
| <b>SubGroups</b>                  | <b>60.3</b> | <b>57.6</b> | <b>54.2</b> | <b>60.9</b> | <b>62.6</b> | <b>48.7</b> |
| White                             | 61.5        | 57.7        | 64.7        | 78.1        | 74.1        | 68          |
| Black                             | 58.3        | 54          | 48.7        | 51.4        | 54.7        | 40.2        |
| Hispanic/Latino                   | -           | -           | -           | -           | -           | -           |
| Asian                             | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native  | -           | -           | -           | -           | -           | -           |
| Two or More Races                 | -           | -           | -           | -           | -           | -           |
| LEP                               | -           | -           | -           | -           | -           | -           |
| Students with Disabilities        | 25          | 18.8        | 14.3        | 25          | 27.3        | 20          |
| Low Income                        | 56.5        | 54.1        | 48.6        | 54.4        | 57.6        | 44.5        |
| Native Hawaiian/Pacific Islander  | -           | -           | -           | -           | -           | -           |
| <b>Mathematics - ISAT Results</b> |             |             |             |             |             |             |
| <b>SubGroups</b>                  | <b>74.1</b> | <b>68</b>   | <b>67.5</b> | <b>69.2</b> | <b>69.4</b> | <b>35.5</b> |
| White                             | 76.9        | 61.5        | 88.2        | 87.5        | 81.5        | 76          |
| Black                             | 70.1        | 65.5        | 65.2        | 61.7        | 62.1        | 23.7        |
| Hispanic/Latino                   | -           | -           | -           | -           | -           | -           |
| Asian                             | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native  | -           | -           | -           | -           | -           | -           |

|                                  |      |      |      |      |      |      |
|----------------------------------|------|------|------|------|------|------|
| Two or More Races                | -    | -    | -    | -    | -    | -    |
| LEP                              | -    | -    | -    | -    | -    | -    |
| Students with Disabilities       | 46.4 | 18.8 | 21.4 | 66.7 | 40.9 | 26.7 |
| Low Income                       | 70.3 | 64.9 | 64.5 | 64   | 66.4 | 30.5 |
| 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<br/>SubGroups</b>     | <b>65.3</b> | <b>57.9</b> | <b>59.4</b> | <b>66</b>   | <b>65.1</b> | <b>44.4</b> |
| White                            | -           | 54.5        | 64.7        | 82.4        | -           | -           |
| Black                            | 58.8        | 56.4        | 53.8        | 58.6        | 51.9        | 37          |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | -           | -           | -           | -           | -           | -           |
| Students with Disabilities       | -           | -           | -           | -           | 36.4        | -           |
| Low Income                       | 57.5        | 56.9        | 49          | 57.5        | 62.5        | 44.7        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 4<br/>SubGroups</b>     | <b>54.8</b> | <b>55.8</b> | <b>53.4</b> | <b>51.7</b> | <b>64.8</b> | <b>40.4</b> |
| White                            | 61.5        | -           | -           | 73.3        | 86.7        | 66.7        |
| Black                            | 54          | 40.7        | 46.3        | 43.6        | 53.1        | 28.1        |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |

|                                  |             |             |             |             |           |           |
|----------------------------------|-------------|-------------|-------------|-------------|-----------|-----------|
| Two or More Races                | -           | -           | -           | -           | -         | -         |
| LEP                              | -           | -           | -           | -           | -         | -         |
| Students with Disabilities       | 29.4        | -           | -           | 25          | -         | 20        |
| Low Income                       | 54.2        | 48.6        | 52          | 41.3        | 56.1      | 37.5      |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -         | -         |
| <b>Grade 5<br/>SubGroups</b>     | <b>63.5</b> | <b>58.3</b> | <b>47.7</b> | <b>66.1</b> | <b>58</b> | <b>60</b> |
| White                            | -           | 60          | -           | -           | 58.3      | 69.2      |
| Black                            | 62.8        | 59.6        | 45.7        | 53.8        | 58.3      | 52.6      |
| Hispanic/Latino                  | -           | -           | -           | -           | -         | -         |
| Asian                            | -           | -           | -           | -           | -         | -         |
| American Indian or Alaska Native | -           | -           | -           | -           | -         | -         |
| Two or More Races                | -           | -           | -           | -           | -         | -         |
| LEP                              | -           | -           | -           | -           | -         | -         |
| Students with Disabilities       | 18.2        | 18.8        | 14.3        | -           | 18.2      | -         |
| Low Income                       | 59          | 54.8        | 43.6        | 64          | 54.5      | 52.4      |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -         | -         |

## Assessment Data Mathematics

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

|                                  | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Grade 3 SubGroups</b>         | <b>75.5</b> | <b>73.7</b> | <b>75</b>   | <b>69.8</b> | <b>76.7</b> | <b>15.6</b> |
| White                            | -           | 81.8        | 88.2        | 88.2        | -           | -           |
| Black                            | 70.6        | 71.8        | 69.2        | 58.6        | 70.4        | 7.4         |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |
| Two or More Races                | -           | -           | -           | -           | -           | -           |
| LEP                              | -           | -           | -           | -           | -           | -           |
| Students with Disabilities       | -           | -           | -           | -           | 54.5        | -           |
| Low Income                       | 70          | 72.5        | 69.4        | 62.5        | 75          | 13.2        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -           | -           |
| <b>Grade 4 SubGroups</b>         | <b>79.5</b> | <b>72.1</b> | <b>65.5</b> | <b>78.3</b> | <b>77.8</b> | <b>40.4</b> |
| White                            | 76.9        | -           | -           | 86.7        | 86.7        | 75          |
| Black                            | 76          | 63          | 63.4        | 74.4        | 71.9        | 25          |
| Hispanic/Latino                  | -           | -           | -           | -           | -           | -           |
| Asian                            | -           | -           | -           | -           | -           | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -           | -           |

11/17/2014 10:10:49 AM

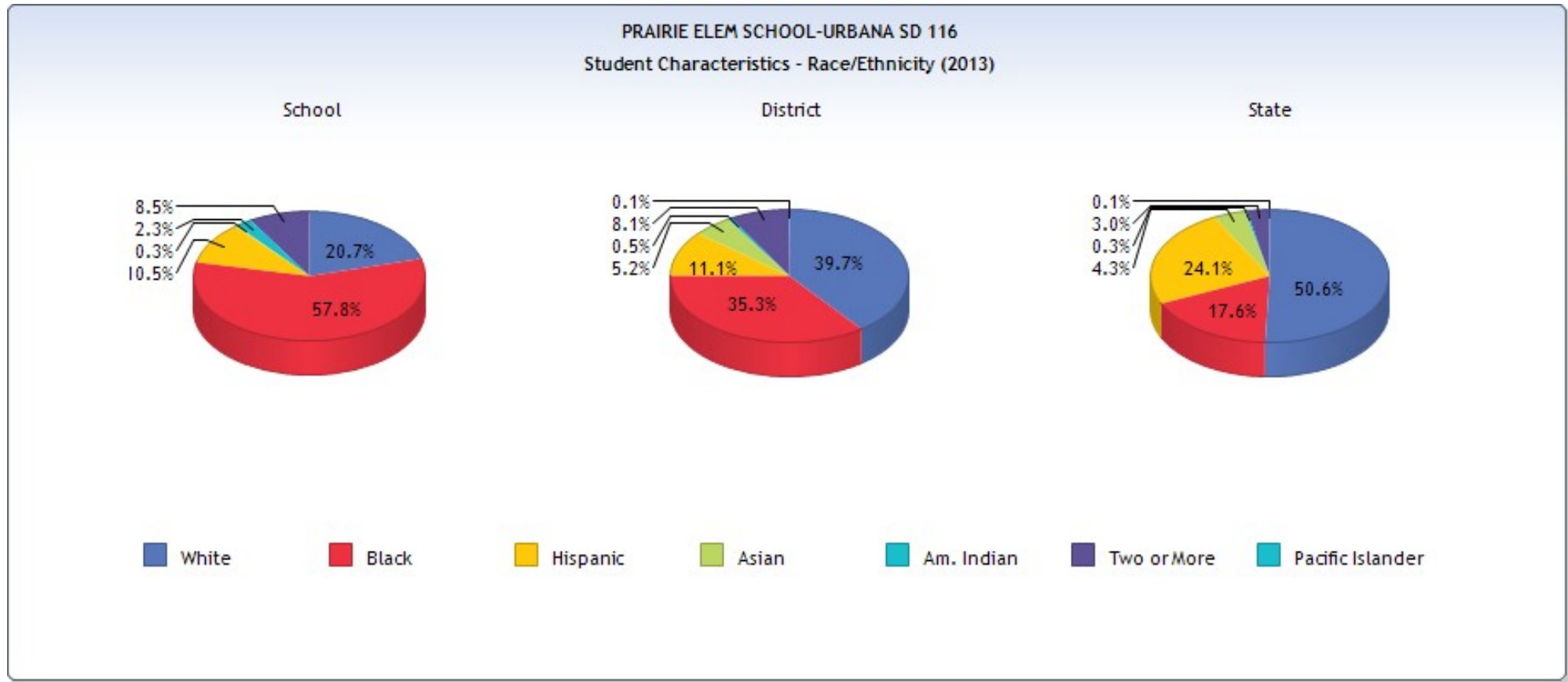
|                                  |             |             |             |             |           |             |
|----------------------------------|-------------|-------------|-------------|-------------|-----------|-------------|
| Two or More Races                | -           | -           | -           | -           | -         | -           |
| LEP                              | -           | -           | -           | -           | -         | -           |
| Students with Disabilities       | 52.9        | -           | -           | 66.7        | -         | 26.7        |
| Low Income                       | 76.3        | 65.7        | 66          | 73.9        | 73.2      | 37.5        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -         | -           |
| <b>Grade 5<br/>SubGroups</b>     | <b>65.4</b> | <b>61.1</b> | <b>59.1</b> | <b>58.9</b> | <b>54</b> | <b>47.3</b> |
| White                            | -           | 46.7        | -           | -           | 75        | 76.9        |
| Black                            | 62.8        | 61.7        | 62.9        | 51.3        | 47.2      | 34.2        |
| Hispanic/Latino                  | -           | -           | -           | -           | -         | -           |
| Asian                            | -           | -           | -           | -           | -         | -           |
| American Indian or Alaska Native | -           | -           | -           | -           | -         | -           |
| Two or More Races                | -           | -           | -           | -           | -         | -           |
| LEP                              | -           | -           | -           | -           | -         | -           |
| Students with Disabilities       | 36.4        | 18.8        | 21.4        | -           | 27.3      | -           |
| Low Income                       | 61.5        | 58.1        | 56.4        | 56          | 52.3      | 38.1        |
| Native Hawaiian/Pacific Islander | -           | -           | -           | -           | -         | -           |

## School Information

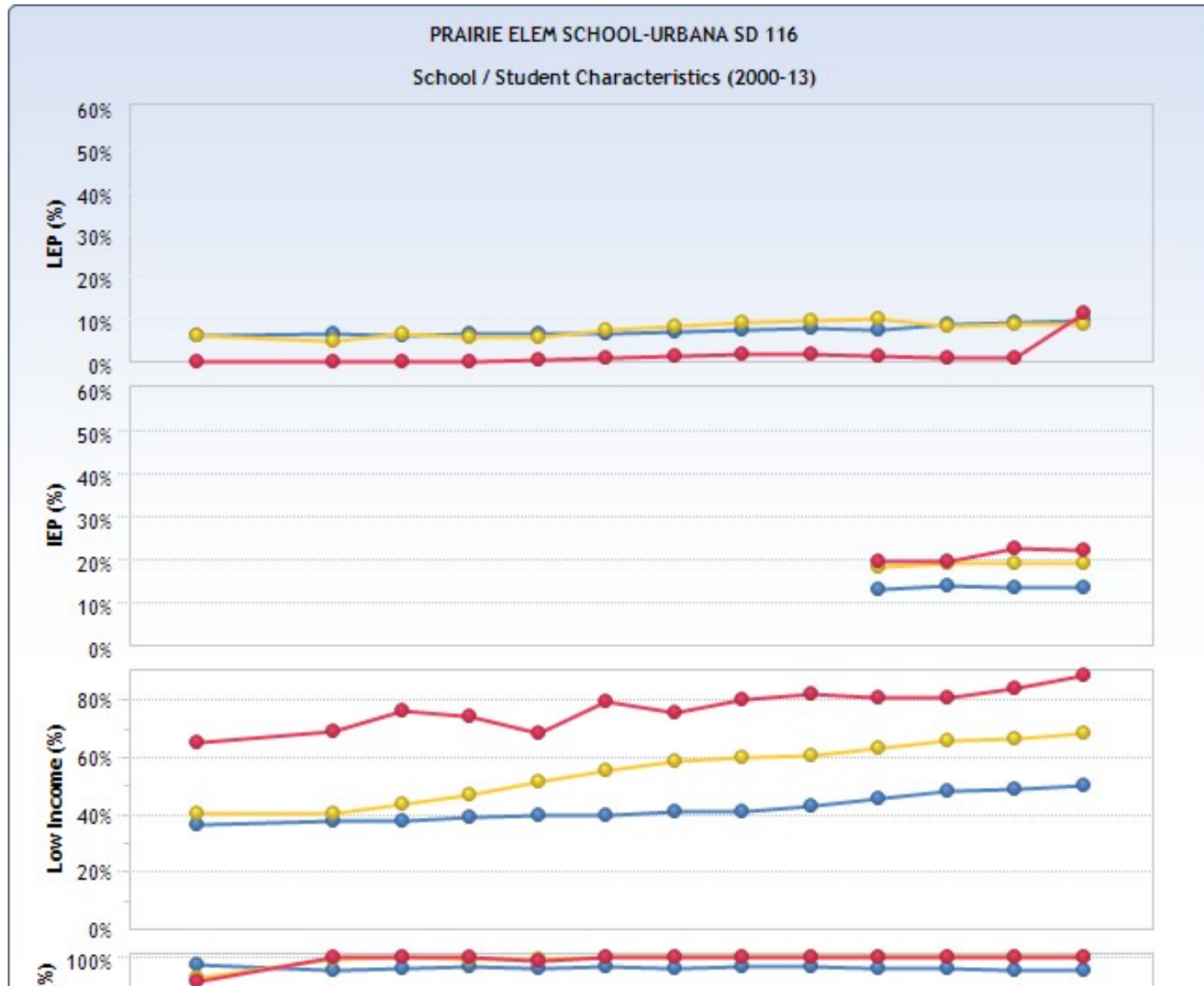
| District Information                  |      |      |      |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|------|------|------|
|                                       | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Attendance Rate (%)                   | 93.5 | 92.3 | 93.9 | 94.0 | 94.1 | 93.3 | 94.1 | 92.7 |
| Truancy Rate (%)                      | 1.4  | 2.3  | 0.5  | 2.2  | 0.3  | 2.1  | 8.1  | 15.5 |
| Mobility Rate (%)                     | 32.2 | 34.2 | 25.0 | 29.2 | 31.8 | 25.1 | 27.9 | 23.3 |
| HS Graduation Rate, if applicable (%) | -    | -    | -    | -    | -    | -    | -    | -    |
| HS Dropout Rate, if applicable (%)    | -    | -    | -    | -    | -    | -    | -    | -    |
| School Population (#)                 | 377  | 386  | 366  | 364  | 321  | 332  | 308  | 353  |
| Low Income (%)                        | 79.3 | 75.9 | 80.1 | 82.4 | 80.7 | 80.7 | 84.1 | 88.7 |
| Limited English Proficient(LEP)(%)    | 0.8  | 1.3  | 1.6  | 1.6  | 1.2  | 0.9  | 1.0  | 11.3 |
| Students with Disabilities (%)        | -    | -    | -    | -    | 19.6 | 19.6 | 22.4 | 22.1 |
| White, non-Hispanic (%)               | 21.0 | 19.9 | 20.2 | 22.3 | 21.2 | 26.8 | 24.0 | 20.7 |
| Black, non-Hispanic (%)               | 66.3 | 70.7 | 67.5 | 62.1 | 64.5 | 58.7 | 59.7 | 57.8 |
| Hispanic (%)                          | 0.8  | 1.0  | 1.1  | 1.9  | 2.2  | 3.0  | 3.9  | 10.5 |
| Asian (%)                             | 0.5  | 0.3  | 1.6  | 1.1  | 0.6  | 0.6  | 0.0  | 0.3  |
| American Indian (%)                   | 0.0  | 0.0  | 0.0  | 0.3  | 0.0  | 0.3  | 0.3  | 2.3  |
| Two or More Races (%)                 | 11.4 | 8.0  | 9.6  | 12.4 | 11.5 | 10.5 | 12.0 | 8.5  |
| Native Hawaiian/Pacific Islander (%)  | -    | -    | -    | -    | -    | 0.0  | 0.0  | 0.0  |

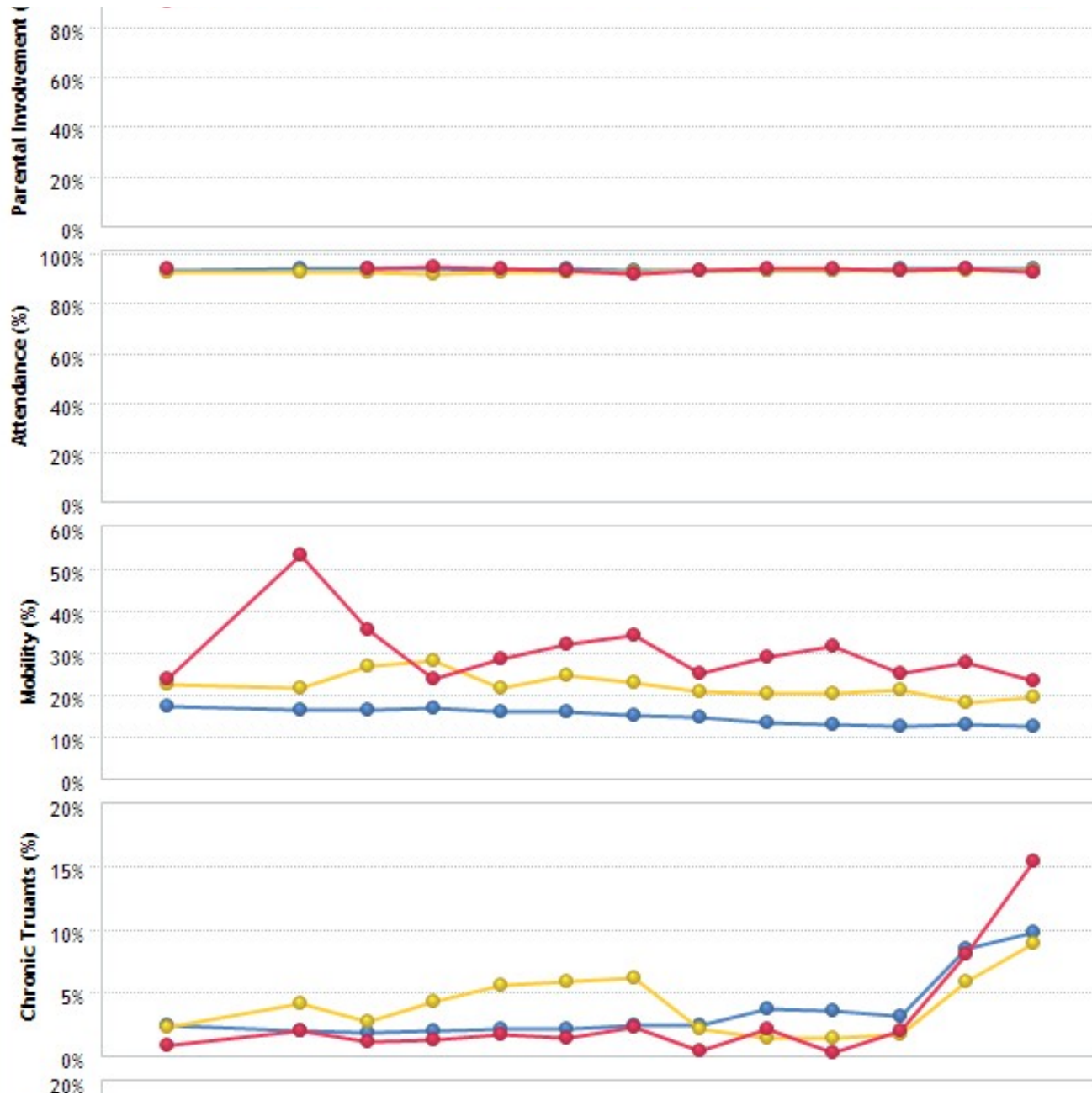
Note: Hyphens in the table indicate that data is not relevant for your plan.

Student Race/Ethnicity

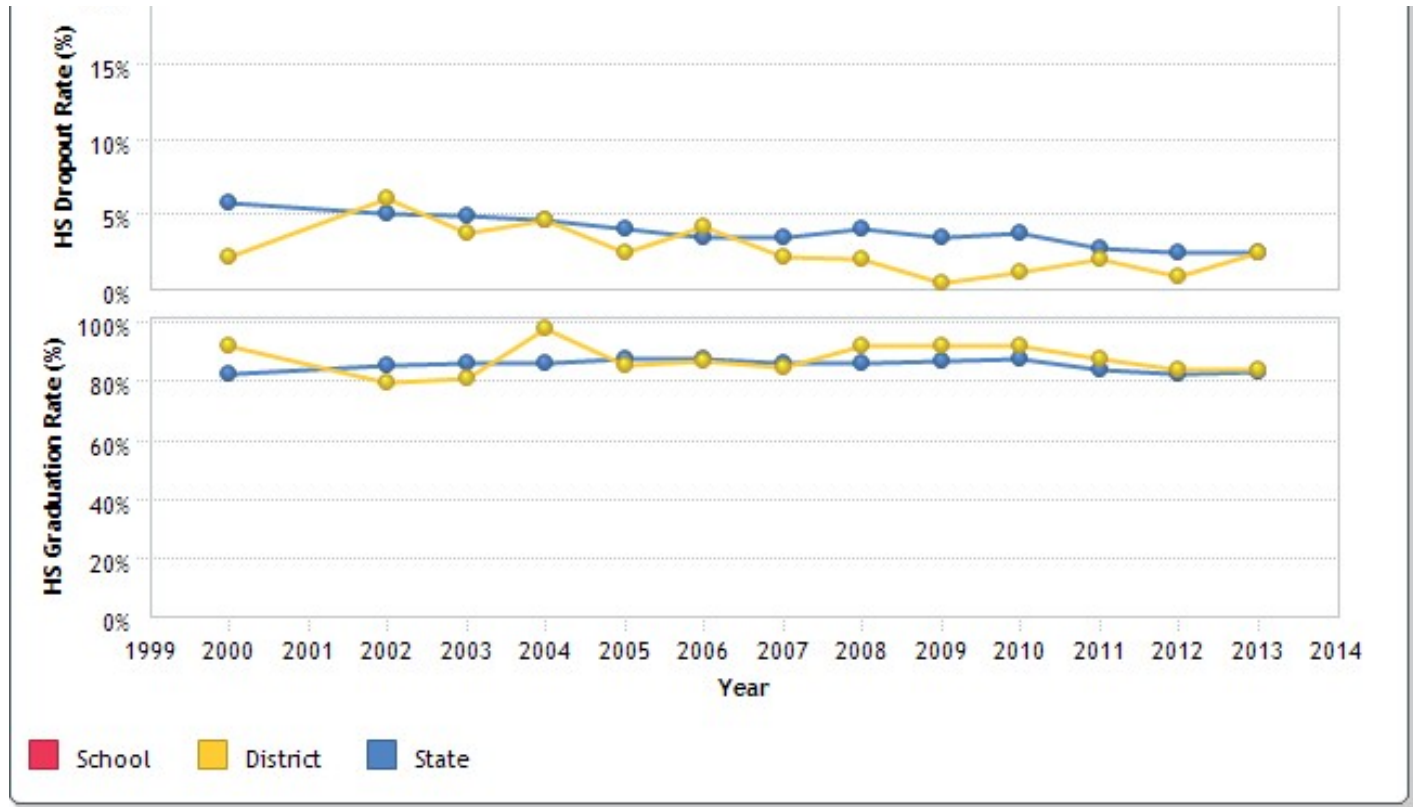


Educational Environment

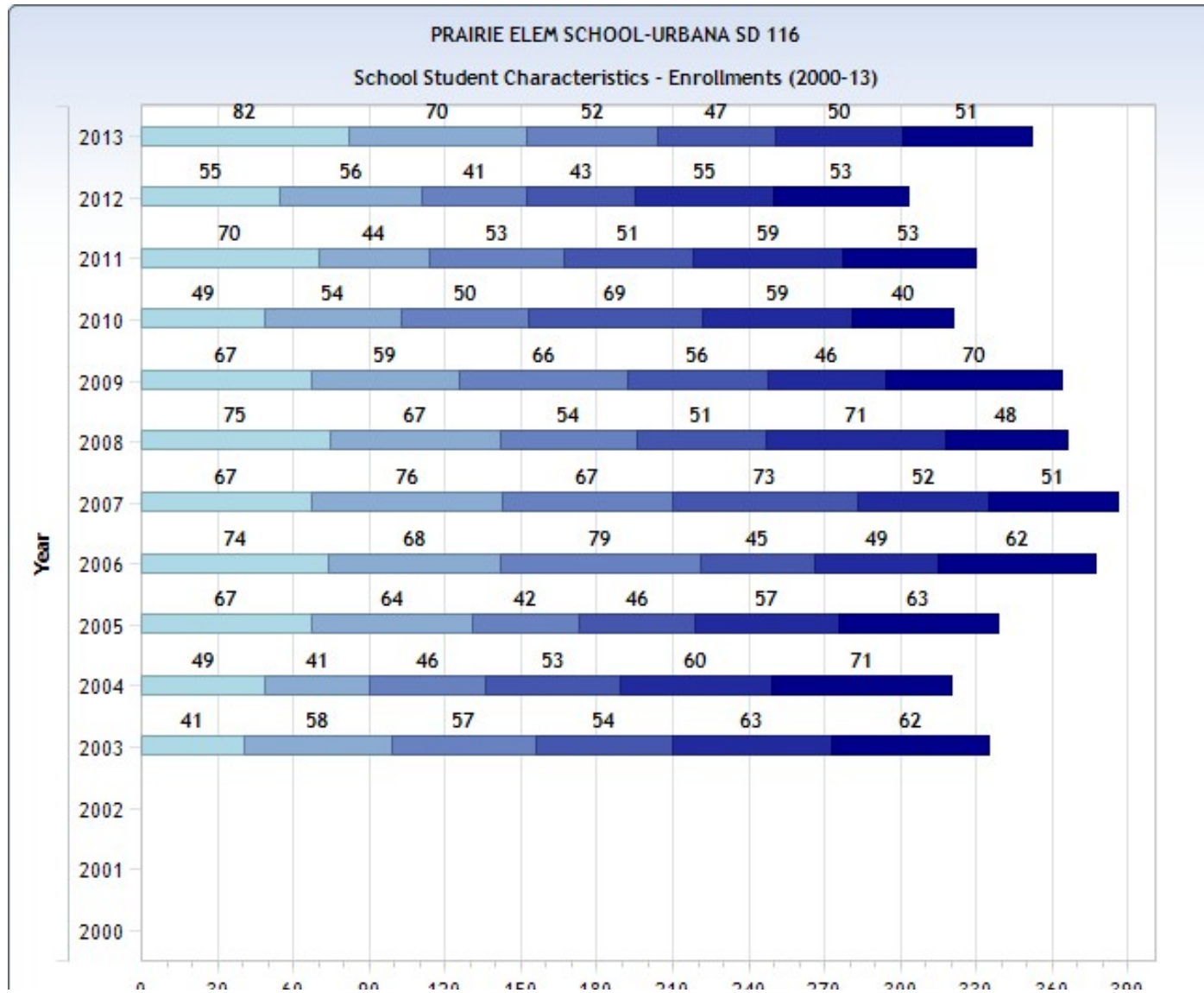


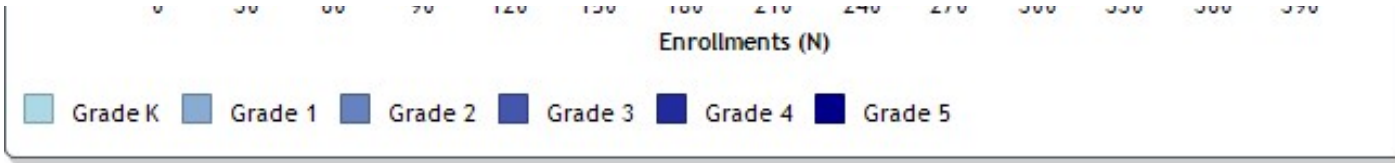




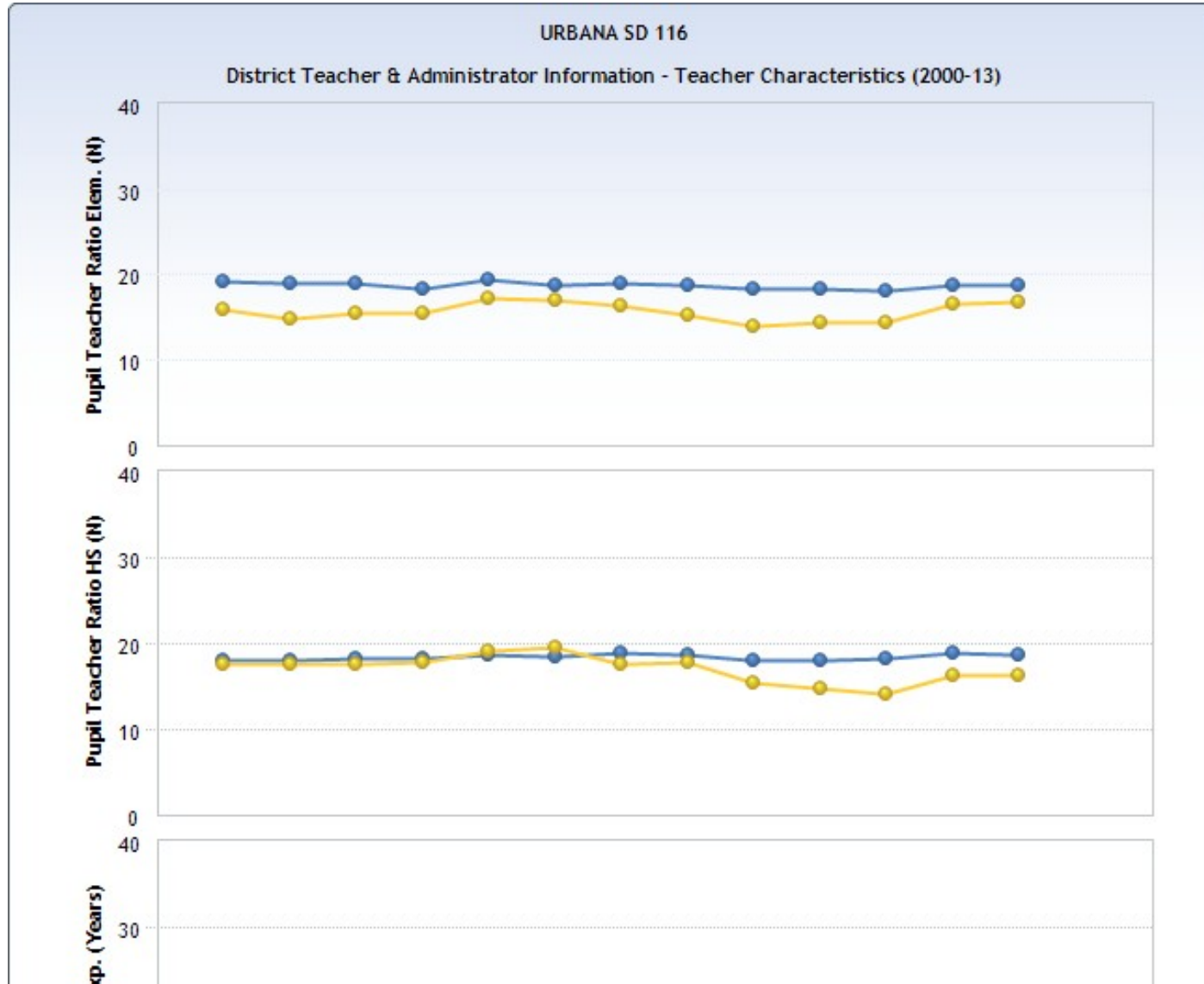


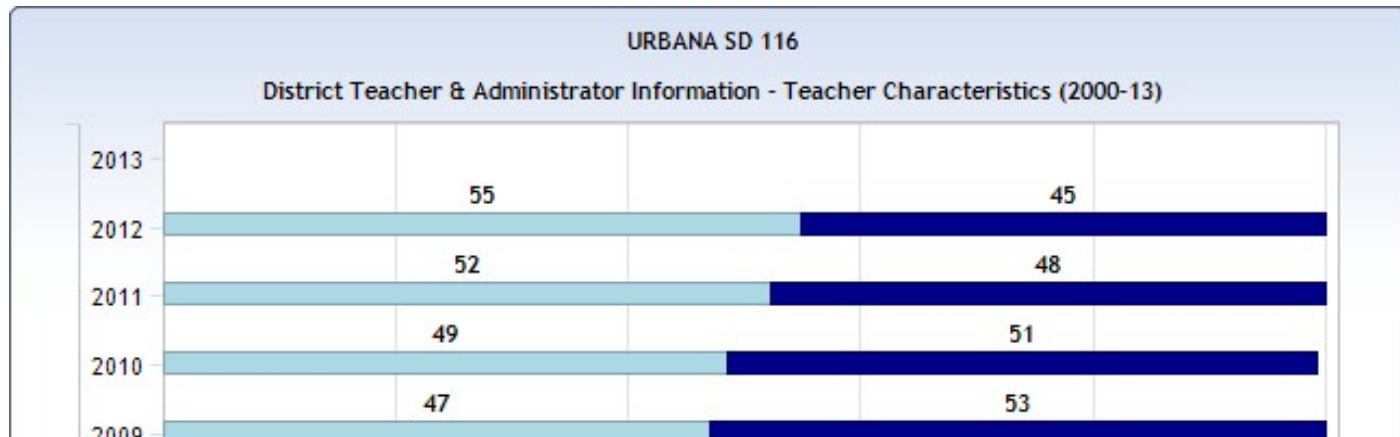
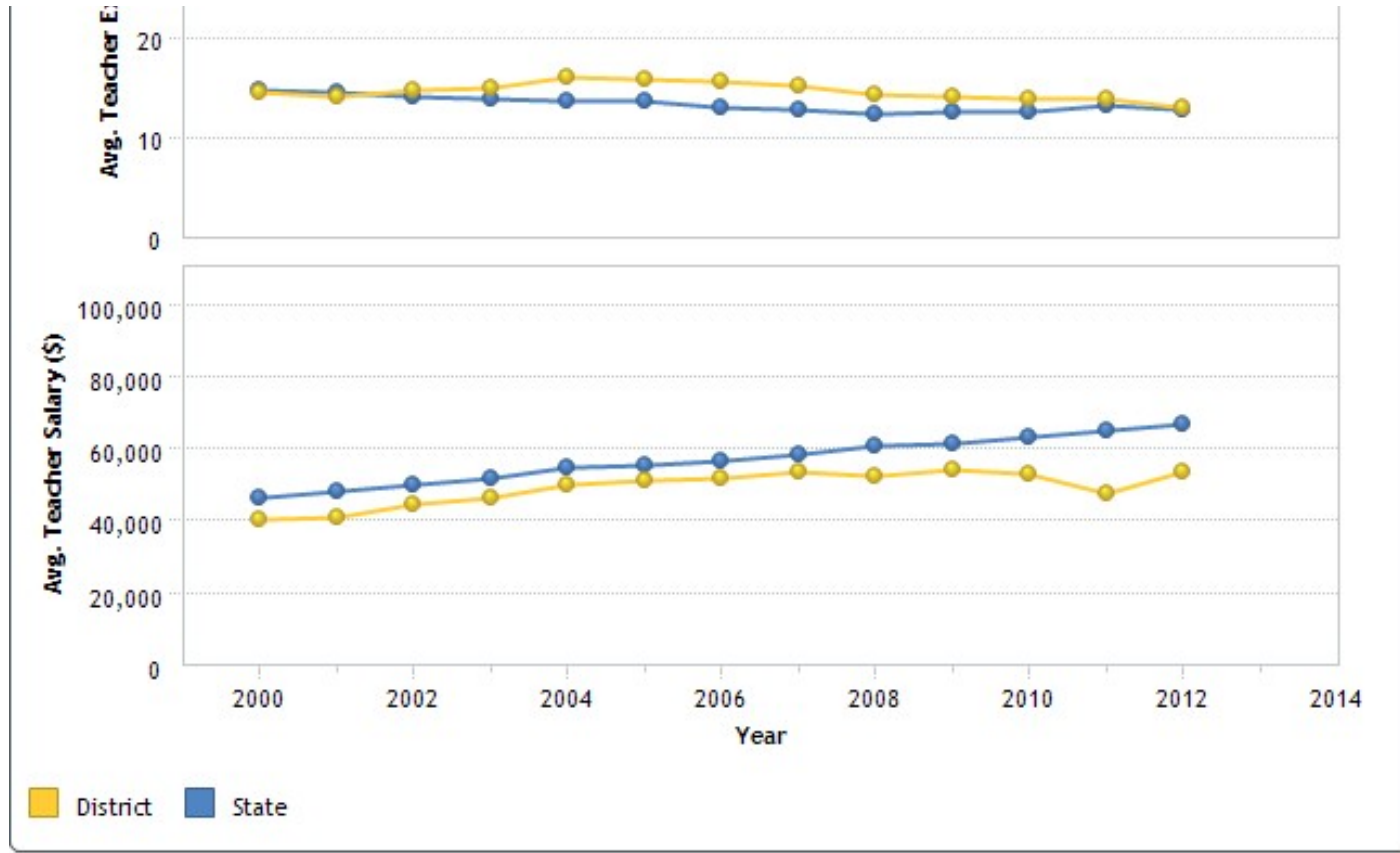
Enrollment Trends

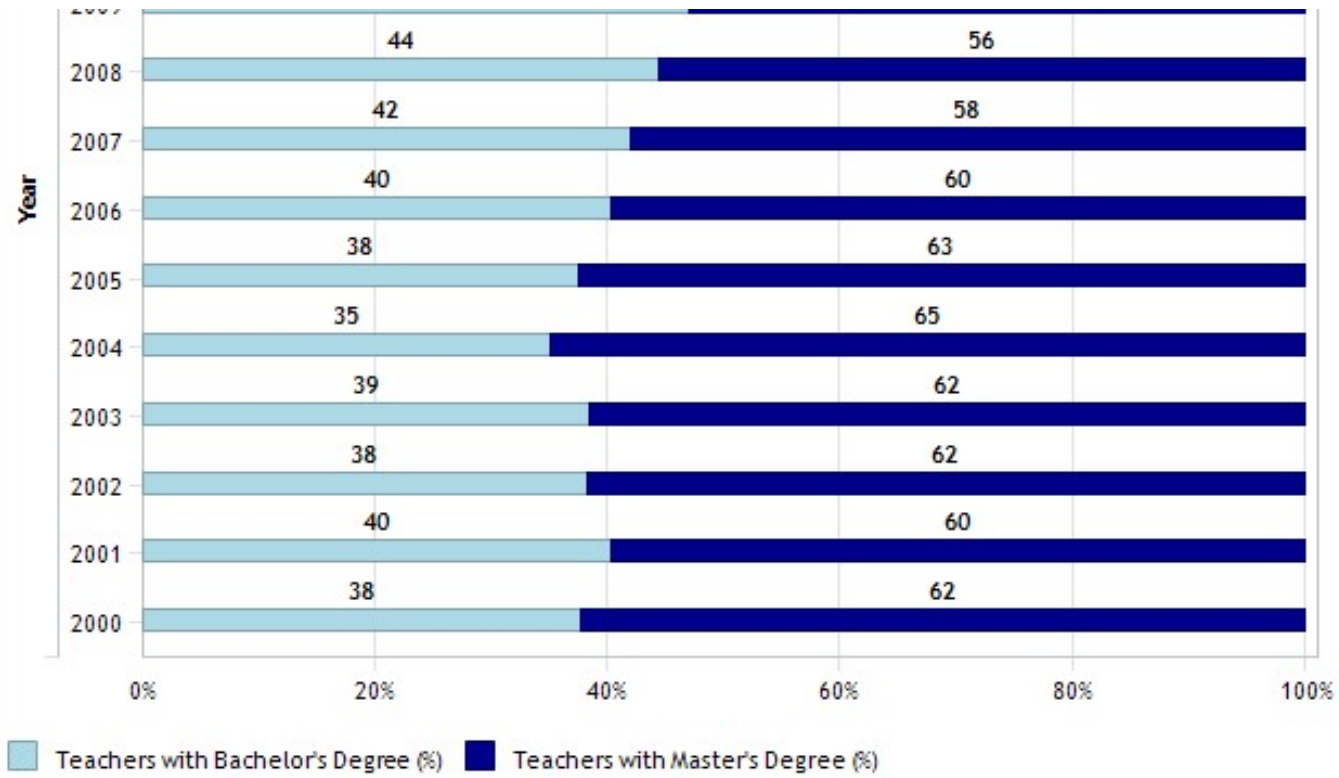




Educator Data







2013 AYP Report

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

| Student Groups             | Percentage Tested on State Tests |         |             |         | Percent Meeting/Exceeding Standards* |                      |         |             |                      |         | Other Indicators |         |                 |         |
|----------------------------|----------------------------------|---------|-------------|---------|--------------------------------------|----------------------|---------|-------------|----------------------|---------|------------------|---------|-----------------|---------|
|                            | Reading                          |         | Mathematics |         | Reading                              |                      |         | Mathematics |                      |         | Attendance Rate  |         | Graduation Rate |         |
|                            | %                                | Met AYP | %           | Met AYP | %                                    | Safe** Harbor Target | Met AYP | %           | Safe** Harbor Target | Met AYP | %                | Met AYP | %               | Met AYP |
| State AYP Minimum Target   | 95.0                             |         | 95.0        |         | 92.5                                 |                      |         | 92.5        |                      |         | 92.0             |         | 85.0            |         |
| All                        | 100.0                            | Yes     | 100.0       | Yes     | 55.0                                 | 50.6                 | Yes     | 40.0        | 37.9                 | Yes     | 92.7             | Yes     |                 |         |
| Black                      | 100.0                            | Yes     | 100.0       | Yes     | 45.0                                 | 44.7                 | Yes     | 28.3        | 31.9                 | Yes     | 92.3             |         |                 |         |
| Economically Disadvantaged | 100.0                            | Yes     | 100.0       | Yes     | 48.1                                 | 46.2                 | Yes     | 32.9        | 30.5                 | Yes     | 92.2             |         |                 |         |

**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.