

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:	URBANA HIGH SCHOOL	Address:	1002 S RACE ST
City/State/Zip:	URBANA, IL, 61801 4957	RCDTS Number:	090101160220001
Principal:	Matthew Stark	Principal Email*:	mstark@usd116.org
Phone:	217384-3505 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
Matthew Stark	School Principal	217-384-3505	mstark@usd116.org	Principal
Michael Lehr	School Process Manager	217-384-3505	mlehr@usd116.org	Teacher
Natalee Bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff
Ryan Green	School Improvement Team Member	217-384-3505	rgreen@usd116.org	Teacher
Amy Boscolo	School Improvement Team Member	217-384-3505	aboscolo@usd116.org	Teacher
Michael Gourley	School Improvement Team Member	217-384-3505	mgourley@usd116.org	Other
Rachel Moyer	School Improvement Team Member	217-384-3505	rmoyer@usd116.org	Teacher

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 currently have a school structure that lends itself to a climate of trust, respect and collaboration within our PLC. The general atmosphere is proactive and improving in this area. However, not ALL staff members consistently engage in deep, meaningful conversations across all areas of student learning and issues of equity and social justice.	

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: 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 has a solid new teacher mentoring program to support new teachers; however, there is a lack of diversity among the teaching staff. In order to to better serve our diverse student body, we need to recruit and retain a more diverse faculty.	

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development or Implementation for this Indicator.		Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	We have structured our professional learning community around several committees and teams: school improvement team, committee chairs(social justice, curriculum development, literacy, technology, and classroom leadership and support system committees), department chairs, grade level leaders, course team leaders, administrative team, professional development cadre, principal advisory committee, parent/teacher/student association, and the school maintenance team. We will continue to lead through these structures and be open to rethinking committee objectives based on our ongoing school improvement.
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ID02	All teams have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.	SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We currently have all of our course teams, departments, school improvement team, department chairs, and team leaders who have written statements of purpose and guidelines for their operation.	

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:	The principal maintains a file of agendas, work products, and minutes of all team meetings and will continue to do so. The principal will explore a centralized location where all stakeholders can view the ongoing agendas and minutes. The staff has started to implement electronic storage of documents through Google Drive.	

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) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have structured our professional learning community around several committees and teams: school improvement team, committee chairs(social justice, curriculum development, literacy, technology, and classroom leadership and support system committees), department chairs, grade level leaders, course team leaders, administrative team, professional development cadre, principal advisory committee, parent/teacher/student association, and the school maintenance team. We will continue to lead through these structures and be open to rethinking committee objectives based on our ongoing school improvement.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have structured our professional learning community around several committees and teams: school improvement team, committee chairs(social justice, curriculum development, literacy, technology, and classroom leadership and support system committees), department chairs, grade level leaders, course team leaders, administrative team, professional development cadre, principal advisory committee, parent/teacher/student association, and the school maintenance team. We will continue to lead through these structures and be open to rethinking committee objectives based on our ongoing school improvement.

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) Title I Expectations: 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:	We currently look at school performance data on an ongoing basis, however the way we use the data to have deep, meaningful conversations and to make decisions about school improvement and professional development needs is being developed.	

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:	We currently have common course teams, grade level teams, and departments that meet on a scheduled and regular basis and then they report to administration.	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We currently have instructional course teams that meet on a weekly basis to develop and refine units of instruction and review student learning data. Portfolios of these instructional teams are submitted on a regular basis for review by the administration and to receive feedback.	

IE05	The principal participates actively with the school's teams. (1026)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal and assistant principals participate actively with all school teams and committees through monthly meetings, formative assessment portfolios, meeting minutes, academic team logs, etc.	

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The administrative team incorporates a variety of opportunities throughout the year for instructional improvement and student learning outcomes through the evaluation process, instructional coaching, instructional sharing days, a unified professional development focus on differentiated instruction, course team leader retreats, and other structures for improving instructional practice.	

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The administrative team monitors curriculum and classroom instruction regularly through the teacher evaluation process, lesson plan checks, unit plan checks, final exam reviews, instructional coaching, instructional sharing days, course team binders, etc.	

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	At this time it is difficult to determine the specific amount of time dedicated to working directly with teachers to improve instruction, however part of our leadership framework allows for teacher leaders to work directly with teacher to improve instruction under the guidance and coordination from the principal.		

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)	SC
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Due to our current evaluation model that is based on the Danielson Framework, we systematically meet with teachers during the evaluation process and address the unsound teacher practices based on evidence.

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal provides weekly updates to the entire school recognizing and celebrating teacher and student successes, as well as dedicated events to celebrating school successes.

Indicator Analysis – Curriculum

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Professional development needs are determined by the data gathered from classroom walkthroughs and individual observations.	
CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)	SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Professional development needs are determined by the data gathered from classroom walkthroughs and individual observations.	
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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Professional development needs are determined by the data gathered from classroom walkthroughs and individual observations. Teachers individually reflect upon data in their own rooms to create individual professional growth plans and goals.	
IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Professional development is determined by the data gathered from classroom walkthroughs and individual observations. Teachers individually reflect upon data in their own rooms to create individual professional growth plans and goals.	

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) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through our district's strategic plan and the new evaluation model, data has been gathered to assess the focus of professional development. We will continue to work on formative assessment and differentiated instruction. In addition we will incorporate this into student growth assessment on an individual basis. The entire school is focusing on these areas for school-wide PD this year.	
IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the PD initiatives, teachers collaboratively work with each other to build on strengths and address areas of need.	

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:	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 currently have a variety of course teams and departments that are having the conversations around incorporating these topics into units, but we primarily focused around the academic side of standards. We have to rethink how we design units of instruction in order to include a differentiated core level of instruction that promote these areas.	

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:	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 most of our units aligned to standards; however, we are in the process of realigning our English, math and science units of instruction with the Common Core and Next Generation Science Standards. We are also beginning to implement the Common Core literacy standards across all content areas as we continue to develop our units of instruction.		

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:	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 units of instruction for most of our core subjects, however not every course has a fully designed unit of instruction that includes objectives and criteria for mastery. This is a work in progress..	

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:	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:	We are working on developing a systematic PBIS framework for addressing physical, social, emotional, behavioral, and cognitive competencies for all teachers and students. This is an ongoing process that we will continue to develop next year.		

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:	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:	We are working on developing a systematic PBIS framework for addressing physical, social, emotional, behavioral, and cognitive competencies for all teachers and students. This is an ongoing process that we will continue to develop next year.		

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	We currently have the following structure in place: Wednesday early release where course teams meet three times a month to focus on learning objectives and formative assessment, every teacher is a part of at least one instructional sharing day per year, we have three part time instructional coaches to work with teachers in their classrooms to be more responsive to the needs of their students. We implemented a course team leader retreat for each department to align with literacy standards of the Common Core, and we also have a district-wide commitment to PD cadres and formative assessment/differentiated instruction trainings.
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IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)	SC,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All materials are well-organized, labeled, and stored for convenient use by teachers. This is controlled and monitored through teh C&I department, department heads, and the bookkeeper.	

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers have curriculum guides for literacy that are aligned to common core, English and Math have curriculum guides, and all other teachers have curriculum maps that were created on their course teams to guide their curriculum. Every department created safety net skills for their courses. From there, we create Understanding by Design units of study for teachers to align instruction with their objectives. We will continue to create and better implement instruction that aligns with standards, curriculum, instruction, and assessment.	

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)	SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.	

IIIA05	All teachers maintain a record of each student’s mastery of specific learning objectives. (1067)		
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 document student learning through the online gradebook, but we are limited in maintaining a record of meeting 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:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are developing in this area by focusing on pre- and post-assessments that are parallel. We are working on expanding common assessments and aligning to standards. We are also measuring student achievement through student growth model data.		

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)		SP, RTI, ELL, SW
	Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.		
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 currently focusing professional development on differentiated instruction. We have an ongoing need to continue to develop as teachers as we learn to differentiate and respond to individual student performance on pre-tests and other formative assessments. We have limited implementation related to pre-testing, but most teachers use formative assessments to guide instruction. We have also expanded our data collection through the tracking of student growth data.		

IIIA08	All teachers review the previous lesson. (1070)		
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.
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IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (1071)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day. The lesson plan format is: objective, activities, assessment, and supplies/materials.	

IIIA10	All teachers stimulate interest in the topics. (1072)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.	

IIIA11	All teachers use modeling, demonstration, and graphics. (1073)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.	

IIIA13	All teachers explain directly and thoroughly. (1075)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.	

IIIA14	All teachers maintain eye contact. (1076)	
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	As part of the observation and evaluation process, eye contact is monitored by evaluators.
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IIIA15	All teachers speak with expression and use a variety of vocal tones. (1077)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and observation process, all teachers are monitored for their expression and vocal tones.
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IIIA16	All teachers use prompting/cueing. (1078)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and observation process, all teachers are monitored for their use of prompting/cueing.
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IIIA17	All teachers re-teach when necessary. (1079)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day. Evaluators ensure that teachers are re-teaching when necessary.
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IIIA18	All teachers review with drilling/class recitation. (1080)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.
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IIIA19	All teachers review with questioning. (1081)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.
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IIIA20	All teachers summarize key concepts. (1082)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review and summarizing key concepts.	

IIIA21	All teachers re-teach following questioning. (1086)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.	

IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (1090)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.	

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
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:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to standards and that each lesson is building off of the previous day and build in time for review. We are working to develop more student ownership in their learning.
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IIIA27	All teachers verbally praise students. (1092)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, verbal praise is expected from all teachers.	

IIIA28	All teachers travel to all areas in which students are working. (1093)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and observation process, teacher circulation is an expectation for all teachers.	

IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and supervision process, interacting instructional with students is an expectation of all teachers.	

IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (1158)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and supervision process, all teachers are expected to 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:	As part of the evaluation and supervision process, all teachers are expected to interact with students socially, when appropriate, to build relationships.
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IIIA35	Students are engaged and on task. (1161)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The majority of students are engaged in the majority of classes. However, we do not have 100% of students instructionally engaged 100% of the time.	

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:	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:	We are systematically working at creating opportunities for formative assessment to drive assessment, grading, and instruction. We are having beginning conversations around standards based grading.	

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:	All teachers maintain parent contact logs and submit them regularly.	

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:	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:	Not all teachers regularly assign homework 4 or more days a week, it varies from teacher to teacher.	

IIIB03 All teachers check, mark, and return homework. (1169)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The expectation is that all teachers grade and return homework in a timely manner.	

IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, students are occupied with curriculum-related activities provided by the teachers.	

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:	As part of our observation and evaluation process, all students are expected to raise hands or otherwise signal before speaking.	

IIIC05 All teachers use a variety of instructional modes. (1102)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, the expectation is that all teachers use a variety of instructional modes.	

IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103)		
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, all teachers are expected to maintain well-organized student 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 part of our observation and evaluation process, all teachers display rules and procedures. We have implemented a school wide expectation matrix titled ROAR: responsibility, on task, attitude, respect.	

IIIC09	All teachers correct students who do not follow classroom rules and procedures. (1106)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, the expectation is that all teachers correct students who do not follow classroom rules and procedures.	

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:	As part of our observation and evaluation process, all teachers are expected to reinforce rules and procedures by positively teaching them through ROAR.	

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The majority of students are engaged in the majority of classes. However, we do not have 100% of student instructionally engaged 100% of the time.	

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)		SC
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are demonstrating content knowledge necessary to challenge and motivate students 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) Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.		CL, SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they 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.		

TL5	All teachers utilize high-quality questions and provide adequate time for student response. (2333)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that all teachers utilize high-quality questions and provide adequate time for student response.		

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are currently working with a technology committee that provides ongoing PD to support technology integration. We also have a tech coordinator and coach to help with this.		

Indicator Analysis - Professional Development

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	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 made commitments in this area through personal and financial supports. Specifically, job embedded professional development (i.e. instructional sharing days, professional development, team leader retreats, administration collecting formative assessment binders, and PLC time amongst staff members). Common final exams have existed for three years. We are still in the initial phases of the development of pre-assessments and alignment to common core standards, more time needs to be dedicated to this indicator.		

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:	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 made commitments in this area through personal and financial supports. Specifically, job embedded professional development (i.e. instructional sharing days, professional development, team leader retreats, administration collecting formative assessment binders, and PLC time amongst staff members). Common final exams have existed for three years. We are still in the initial phases of the development of pre-assessments and alignment to common core standards, more time needs to be dedicated to this indicator.		

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:	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 currently examine post-test results. Grade level teams review DEA data. Instructional teams are looking at formative assessment results on a weekly basis. However, instructional teams need to continue to work on pre-assessments.	

IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)		RTI,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Differentiate instruction is currently taking place in classrooms, but individualized instruction based on pre-assessment data is limited.		

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:	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:	There is some of evidence of this taking place within classrooms. Course teams identify skills that are continually reinforced throughout the year to help prepare students for the summative assessment.		

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:	The school currently uses DEA assessments to determine progress towards standards-based objectives.		

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:	The school currently uses DEA assessments to determine progress towards standards-based objectives. Results are immediately available to teachers and administrators.	

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 maintain all data on our Skyward system and our individual cumulative records. We will continue to store data in this central database and use it effectively.	

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have set goals at different levels, course teams, etc., but we have not set unifying, school wide goals that are aligned to student learning based on student assessment data.	

IID07	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:	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:	We are monitoring some school-level student data (DEA, PSAE, Course Exams, Failure rates, RTI charts), and we are currently evaluating all instructional programs that are aimed at improving student learning (study support, Academic Learning Support, ELL, Special Education).
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IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Instructional teams review student learning data through our 1/2 day staff development days, our 1/2 day instructional sharing days, our weekly course team meetings, and our weekly academic support team meetings. We also have our PBIS tier 1 and 2 teams looking at data on a biweekly basis. Additionally, we will be working with our School Improvement Advisory team to gather data around issues of social justice to guide school improvement.	

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 data teams use DEA and formative assessment data to improve and plan instruction to respond to the needs of students.	

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.	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 currently re-working our system of supports to create an asset-based RTI framework based on student data.	

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) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	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:	We are currently re-working our system of supports to create an asset-based RTI framework based on student data.	

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.	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:	We currently have a policy related to turning in late work and to not grading on behavior. We do not have anything specific/explicit to homework, but we have policies that are part of homework.	

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:	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:	We have several committees (Social Justice, CLASS, etc.) who are having conversations about better ways of two-way communication and collaboration with families and the community. We also have 9th and 10th grade teams that work to wrap around students and provide updates to families. WE have special education case managers who work with families for IEPs and other supports. However, we need to systematically approach family engagement in a more collaborative way, instead of just reporting progress. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach.	

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:	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:	We need to systematically approach family engagement in a more collaborative way, instead of just reporting progress. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach. How can we include families in the school governance in a more systematic way other than participating in school events?	

IE13	The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	We have several leadership committees that work to provide leadership and guidance around school progress and improvement with staff. However, we need to systematically approach students and families in a more collaborative way in the leadership structures. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach. We have several student clubs and the PTSA, but we have not been effective in including all stakeholders in the school improvement process.	

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
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:	At this time we do not systematically report students' mastery of standards-based objectives.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	We currently have a student and parent guidebook, as well as a faculty handbook, but we do not have a document that aligns the expectations of all parties together.		

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.	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:	Although we do not have a compact that meets all the requirements, what we do have (Student/Parent guidebook and teacher handbook) is annually distributed.		

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:	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:	We currently have many opportunities for caregivers to participate in ongoing conversations with school personnel (parent committees, principal advisory committee, social justice committee); however, we need to continue to improve upon this initiative. We are also reviewing all methods of communication for ways to improve.
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IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	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:	We currently communicate with families on a limited basis about the expectations of them and the expectations of us in our collaborative relationship for student learning.	

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) Title I Expectations: 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.	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:	We are currently at the beginning stages of developing a systemwide Response to Intervention framework (Academically and Behaviorally) at UHS. We have developed Tier 1 teams to meet twice a month to begin planning and developing this framework. We are developing the school culture/climate for a well implemented PBIS framework.	

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.	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:	We are in the process of developing and improving our PBIS framework to create a school culture that promotes and supports skill development and engagement of students.	

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:	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:	At this time we would like to collect further data from the faculty and staff to determine the current level of implementation.	

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:	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:	We currently have systems and initiatives in place to address issues of equity and social justice, however we need to continue to work systematically to address issues of misrepresentation of students of color in AP/Special Education/Discipline referrals through systemwide staff development, policy analyses, and school improvement initiatives.	

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344)	SW
	Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We currently have allocated resources to many initiatives around Learning Supports: (study support, Academic Learning Support, Minority Enrichment program, Mentoring program, tutoring, Freshman/Sophomore support teams, after school programming, support service personnel in general. In order to sustain our efforts, we need to formatively evaluate our support systems to ensure the level of effectiveness and improve them based on student learning data.	

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:	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 monitoring and evaluating the implementation and success of our learning support programming through informal and formal observations, surveys, grade analyses, etc. We will continue to focus on this initiative to modify these support in an ongoing manner.
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CL4	All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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 currently have a variety of structures in place that are working at addressing this indicator through our school improvement framework: CLASS committee, social justice committee, new teacher mentoring, PBIS and SEL committees, academic teams, instructional sharing days, formative assessment portfolios, instructional coaches, etc. However, it is a highly priority to work systematically so that ALL students feel valued and are challenged to be engaged and grow cognitively. Additionally, we do not use enough student feedback (current and past students) in these committees through surveys, interviews, etc.	

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.	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 in the process of improving how we incorporate aspects of PBIS into the school culture and climate for the staff.	

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:	Principal welcome letter, student team welcome letters, skyward online grade book for parent access, translated school signs into Spanish, and parent nights, etc., are offered. In addition we have reworked open house, started a Twitter account, and added Latino Night to better connect with families.	

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 are currently focusing our professional development framework in the school around formative assessment. Next year we are systematically addressing differentiation through our staff development framework and initiatives.		

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) Title I Expectations: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.		SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	We currently have instructional coaches who work with teachers on job-embedded professional development, we also have dedicated instructional sharing days where teachers collaborate around common course teams. The culture at our school allows for teachers to invite valid and reliable Learning Supports.		

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL1	The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) Title I Expectations: 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	Matthew Stark	05/30/2017	8	37.5%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	TIER ONE UNIVERSAL ACADEMIC AND BEHAVIORAL SUPPORTS: 9th and 10th grade teams, the support services department will collect and monitor data to identify academic and/or behavioral data for students who are struggling.	9th and 10th grade team leaders completed the first round of RTI data collection by the end of the first quarter. They shared this data with the support services department and the administrative team via Google Drive. David Reif and Mike Lehr compiled English and math data for current and incoming 9th graders. Erin Ludwick collected behavioral data and developed Tier 1 and Tier 2 PBIS initiatives.	Travis Courson	05/30/2014			
2	TIER TWO ACADEMIC SUPPORTS: Create a new support structure for ALS and Study Support in order to offer flexible and stackable supports to better meet the needs of students who are struggling.	Mr. Stark has met with the administrative team, instructional coaches, department chairs, study support teachers, and the math and English departments to discuss proposed changes to ALS and Study Support. Mr. Stark and Mr. Gourley have also met with the science department to discuss linking science classes to a specific lunch period to provide students are struggling with additional support from their actual science teacher. The math and English departments are currently working on criteria for placement into a math and/or English block. Mr. Stark is working with the instructional coaches to collect and review ALS data. Algebra I and Composition 9 teachers met with Paige Burton to support the transition to 100-minute blocked classes on April 11, 2014. Paige focused on teaching, assessment, and collaboration strategies that help to support student learning in a block. Composition 9 teachers participated in an instructional sharing on May 15th to align the	Matthew Stark	05/30/2014			

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		curriculum with the Model Content Framework (PARCC) and develop structures and supports necessary for the transition to a 100-minute block. Algebra I teachers participated in an instructional sharing day on May 19th to add rigor and depth to the curriculum and develop structures and supports necessary to the transition to a 100-minute block. ALS II and ALS III have been restructured as 50-minute lab courses to serve as Tier Two interventions for sophomores and juniors who are struggling in English and math. These courses have been structured so that students will have the same teacher for both the English/math course and the corresponding "lab" course.		
3	TIER TWO and TIER THREE BEHAVIORAL SUPPORTS: Create an advocate program to monitor academic and behavioral progress of struggling juniors and seniors. These teams will work with support services and the administration to identify appropriate supports for these students (Minority Enrichment Program, Study Center, etc.).	Mr. Courson is working with Mr. Waller to develop an advocate program for juniors and seniors who are struggling. He is also working with Rashidah Salaam and Erin Ludwick to support PBIS initiatives.	Travis Courson	
4	TIER TWO and TIER THREE ACADEMIC SUPPORTS: Expand credit recovery opportunities for students with multiple failures (9th-12th). Working with more freshmen and sophomores in this program has the potential to prevent these students from becoming at-risk of not graduating. Require juniors and seniors who are behind in credits to attend a study support class in order to support them throughout the credit recovery process. Increase the number of APEX licenses from 30 to 35.	Mr. Gourley has increased the number of APEX licenses from 30 to 35. Juniors and seniors who are behind in credits will be required to attend a study support class next year to support them throughout the credit recovery process.	Michael Gourley	05/30/2014
5	TIER TWO ACADEMIC SUPPORTS: Implement Composition 9 Block, Algebra I Block, World Studies English Lab, American Studies English Lab, Geometry Lab, Algebra II Lab, and study support for juniors and seniors to better meet the needs of students who are struggling.		Matthew Stark	
6	TIER TWO ACADEMIC SUPPORTS: Evaluate the effectiveness of new support structures (Composition 9 Block, Algebra I Block, World Studies English Lab, American Studies English Lab, Geometry Lab, Algebra II Lab, and study support for juniors and seniors).		Matthew Stark	
7	TIER TWO and TIER THREE ACADEMIC AND BEHAVIORAL SUPPORTS: Design and implement a weekly data monitoring system ("In Good Standing").		Travis Courson	

8	TIER TWO AND THREE ACADEMIC AND BEHAVIORAL SUPPORTS: Evaluate "In Good Standing" as a weekly data monitoring system.	Matthew Stark
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL12	All school personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)		Matthew Stark	05/31/2017	7	42.86%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Leadership team will analyze data and feedback from research team who studied the effectiveness of SIP for social justice in order to set goals for the school year.	The leadership team met to analyze the data and feedback from the research team and set a meeting schedule for the principal to meet with the administrative team and the instructional coaches on a regular basis in order to build capacity in the area of social justice and continuous school improvement.	Matthew Stark	08/30/2013
2	Leadership team will analyze student feedback from the Social Justice survey and meet with student leaders to discuss their recommendations.	The leadership team analyzed the results from the social justice survey and has met with student leaders and teacher leaders to rework policies to address concerns.	Matthew Stark	09/27/2013
3	Leadership team will monitor progress in relation to working effectively and equitably with racially, culturally, linguistically, and economically diverse students in order to achieve the desired outcomes explained previously.	The leadership team is working with the deans, counselors, instructional coaches, and department chairs to develop structures to more effectively monitor progress in these areas.	Matthew Stark	
4	The Leadership team will collect data and use the SIP for monitoring progress towards stated goals.		Matthew Stark	
5	The Director of Equity and Student Learning Programs will facilitate social justice trainings for the leadership team, deans, and instructional coaches.	Joe Wiemelt and Jonathan Hamilton facilitated social justice trainings for the leadership team, the deans and the instructional coaches on October 25th, November 21st, December 20th, and May 2nd.	Matthew Stark	05/30/2014
6	The Director of Equity and Student Learning Programs, Mr. Stark, and the new social justice committee chairs will expand the social		Matthew Stark	

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	justice trainings to include counselors and department chairs.		
7	The leadership team will work with all staff to build a common, working language of social justice with an emphasis on equity.		Matthew Stark

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Matthew Stark	05/31/2016	6	33.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Department Chairs will analyze formative assessment data, standardized test data (if available), and feedback from classroom observations to assess professional needs of their department.	Department chairs collected first semester data about failure rates from course team leaders. This data was shared at department chair meetings. They will continue to use this data to assess the professional needs of their department.	Matthew Stark	
2	Provide planning time for Instructional Coaches and Department Chairs to discuss data and student growth in reading and math. This information will help drive Wednesday conversations and the changes to ALS (Academic Learning Support) and study support.	The administrative team met with the department chairs and the instructional coaches to discuss changes to ALS and study support for the 2014-15 school year. The Composition 9 teachers and the Algebra I teachers met with Paige Burton on April 11th to discuss strategies for teaching in a block. Composition 9 teachers met for a day to plan for the transition to a 100-minute block on May 15th. The Algebra I teachers met for a day to plan for the transition to a 100-minute block on May 19th. Some piloting of strategies were implemented in the spring of 2014.	Michael Gourley	05/30/2014
3	Implement a school-wide focus on disciplinary literacy and evidence-based writing with support from Program Council, instructional coaches, and department chairs.	Administrators, department chairs, instructional coaches, and 11 teachers participated in the district's summer professional development training on responsive teaching and formative assessment. This group has facilitated school-wide professional development on responsive teaching and formative assessment on	Michael Gourley	

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
Reading - PSAE Results						
SubGroups	54.6	54.3	47.4	44.3	43.7	45.5
White	72.2	67.8	60.3	64.2	71.1	64.5
Black	25.4	29	31.7	21.9	18.9	23.2
Hispanic/Latino	-	-	18.2	18.2	36.7	20
Asian	57.9	42.9	-	61.1	-	73.3
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	76.9	42.9	-	-	23.8
LEP	-	-	-	-	-	-
Students with Disabilities	27.8	15.4	12.5	24.2	9.7	17.8
Low Income	34.1	32.4	32.3	25.2	25	27.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Mathematics - PSAE Results						
SubGroups	56.3	47.1	45.7	40.4	44.5	38.7
White	73	62.7	59.5	59.4	71.1	54.9
Black	22.4	15.9	23.2	15.6	17.8	14.6
Hispanic/Latino	-	-	27.3	9.1	43.3	6.7
Asian	73.7	64.3	-	77.8	-	80
American Indian or Alaska Native	-	-	-	-	-	-

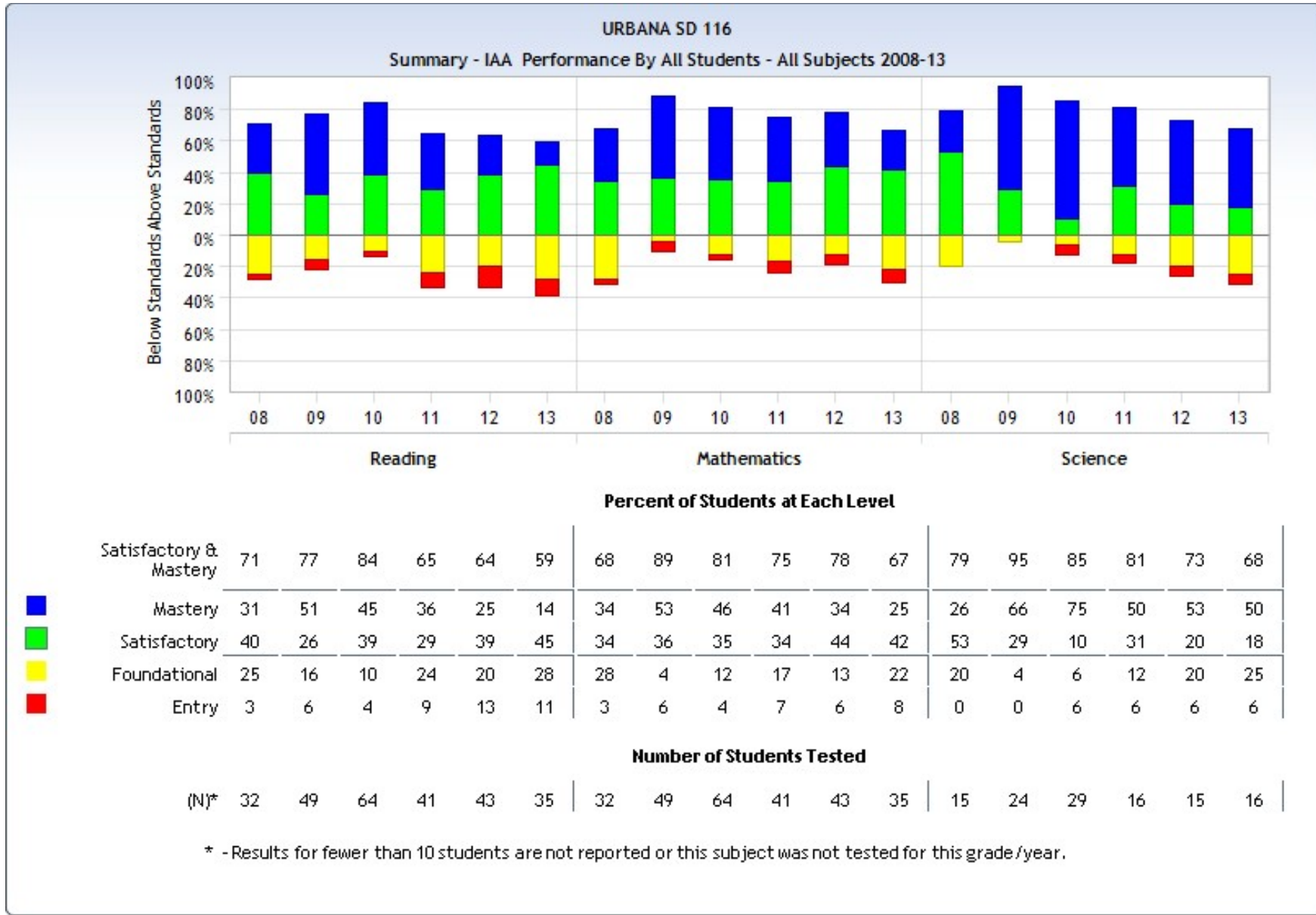
Two or More Races	-	53.8	28.6	-	-	33.3
LEP	-	-	-	-	-	-
Students with Disabilities	22.2	10.3	7.5	9.1	0	6.5
Low Income	30.8	22.9	29.9	20.7	24.3	20.8
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

ACCESS Results

- No students tested for **ACCESS** in **Grade K**
- No students tested for **ACCESS** in **Grade 1**
- No students tested for **ACCESS** in **Grade 2**
- No students tested for **ACCESS** in **Grade 3**
- No students tested for **ACCESS** in **Grade 4**
- No students tested for **ACCESS** in **Grade 5**
- No students tested for **ACCESS** in **Grade 6**
- No students tested for **ACCESS** in **Grade 7**
- No students tested for **ACCESS** in **Grade 8**
- No students tested for **ACCESS** in **Grade 9**
- No students tested for **ACCESS** in **Grade 10**
- No students tested for **ACCESS** in **Grade 11**
- No students tested for **ACCESS** in **Grade 12**

IAA Results

		course team leaders throughout the school year.		
6	The leadership team will work with department chairs and course team leaders to identify essential categories/skills necessary to transition to standards-based grading/reporting by the 2016-2017 school year.		Matthew Stark	
7	Teachers will meet with specifically certified/trained co-teachers in order to discuss student assets when planning instruction and assessments for all English Language Learners.		Michael Gourley	



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
Grade 11 SubGroups	54.6	54.3	47.4	44.3	43.7	45.5
White	72.2	67.8	60.3	64.2	71.1	64.5
Black	25.4	29	31.7	21.9	18.9	23.2
Hispanic/Latino	-	-	18.2	18.2	36.7	20
Asian	57.9	42.9	-	61.1	-	73.3
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	76.9	42.9	-	-	23.8
LEP	-	-	-	-	-	-
Students with Disabilities	27.8	15.4	12.5	24.2	9.7	17.8
Low Income	34.1	32.4	32.3	25.2	25	27.5
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
Grade 11 SubGroups	56.3	47.1	45.7	40.4	44.5	38.7
White	73	62.7	59.5	59.4	71.1	54.9
Black	22.4	15.9	23.2	15.6	17.8	14.6
Hispanic/Latino	-	-	27.3	9.1	43.3	6.7
Asian	73.7	64.3	-	77.8	-	80
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	53.8	28.6	-	-	33.3
LEP	-	-	-	-	-	-
Students with Disabilities	22.2	10.3	7.5	9.1	0	6.5
Low Income	30.8	22.9	29.9	20.7	24.3	20.8
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

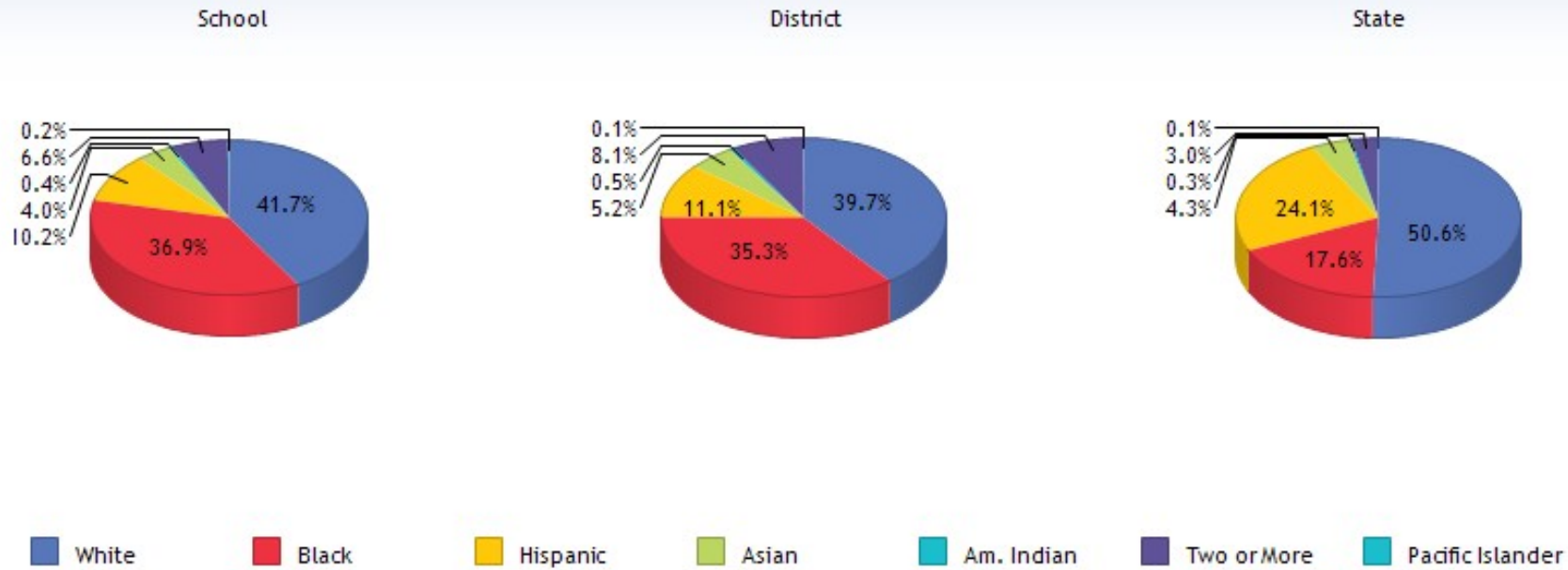
School Information

District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	91.4	91.0	93.4	92.7	92.2	91.9	91.9	91.8
Truancy Rate (%)	14.4	15.5	4.8	3.6	3.2	3.5	10.6	15.2
Mobility Rate (%)	18.7	24.8	21.5	22.3	21.5	22.0	18.4	19.2
HS Graduation Rate, if applicable (%)	86.9	85.1	92.0	92.5	91.8	87.8	83.9	84.4
HS Dropout Rate, if applicable (%)	4.2	2.2	2.0	0.4	1.1	2.1	0.9	2.5
School Population (#)	1,256	1,211	1,095	1,063	1,047	1,131	1,110	1,129
Low Income (%)	40.2	48.3	50.4	51.6	59.5	61.1	62.2	64.7
Limited English Proficient(LEP)(%)	3.5	3.5	4.1	3.5	3.9	3.4	3.6	3.3
Students with Disabilities (%)	-	-	-	-	17.8	19.2	19.1	19.6
White, non-Hispanic (%)	58.2	54.3	52.2	48.4	45.7	44.6	40.5	41.7
Black, non-Hispanic (%)	29.3	32.4	31.5	34.1	34.7	37.2	39.6	36.9
Hispanic (%)	3.2	3.8	4.3	5.1	7.8	8.8	9.7	10.2
Asian (%)	5.7	5.5	5.8	6.2	5.2	4.2	4.1	4.0
American Indian (%)	0.4	0.4	0.6	0.2	0.0	0.0	0.3	0.4
Two or More Races (%)	3.3	3.6	5.5	6.1	6.7	4.9	5.2	6.6
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.4	0.5	0.2

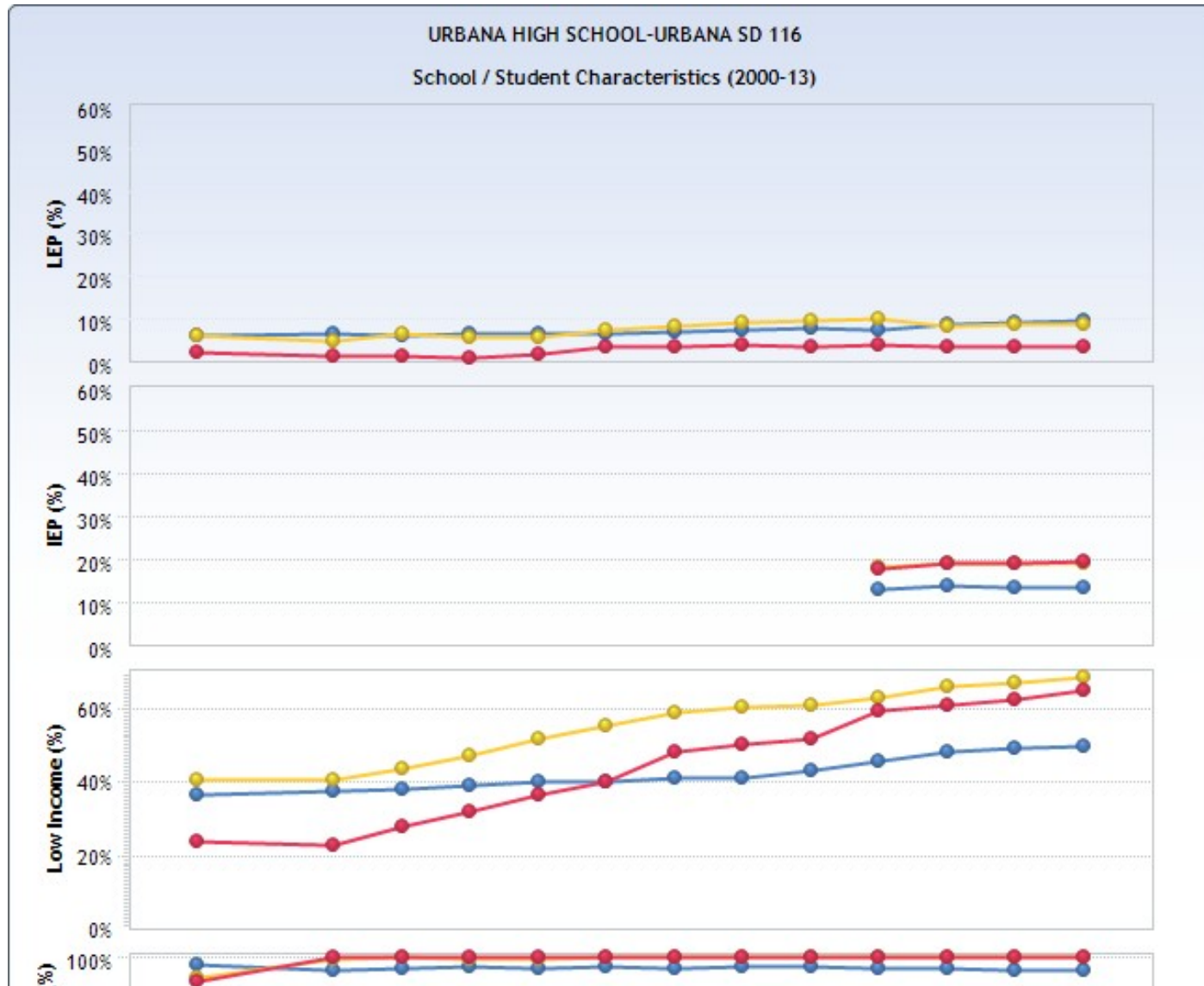
Note: Hyphens in the table indicate that data is not relevant for your plan.

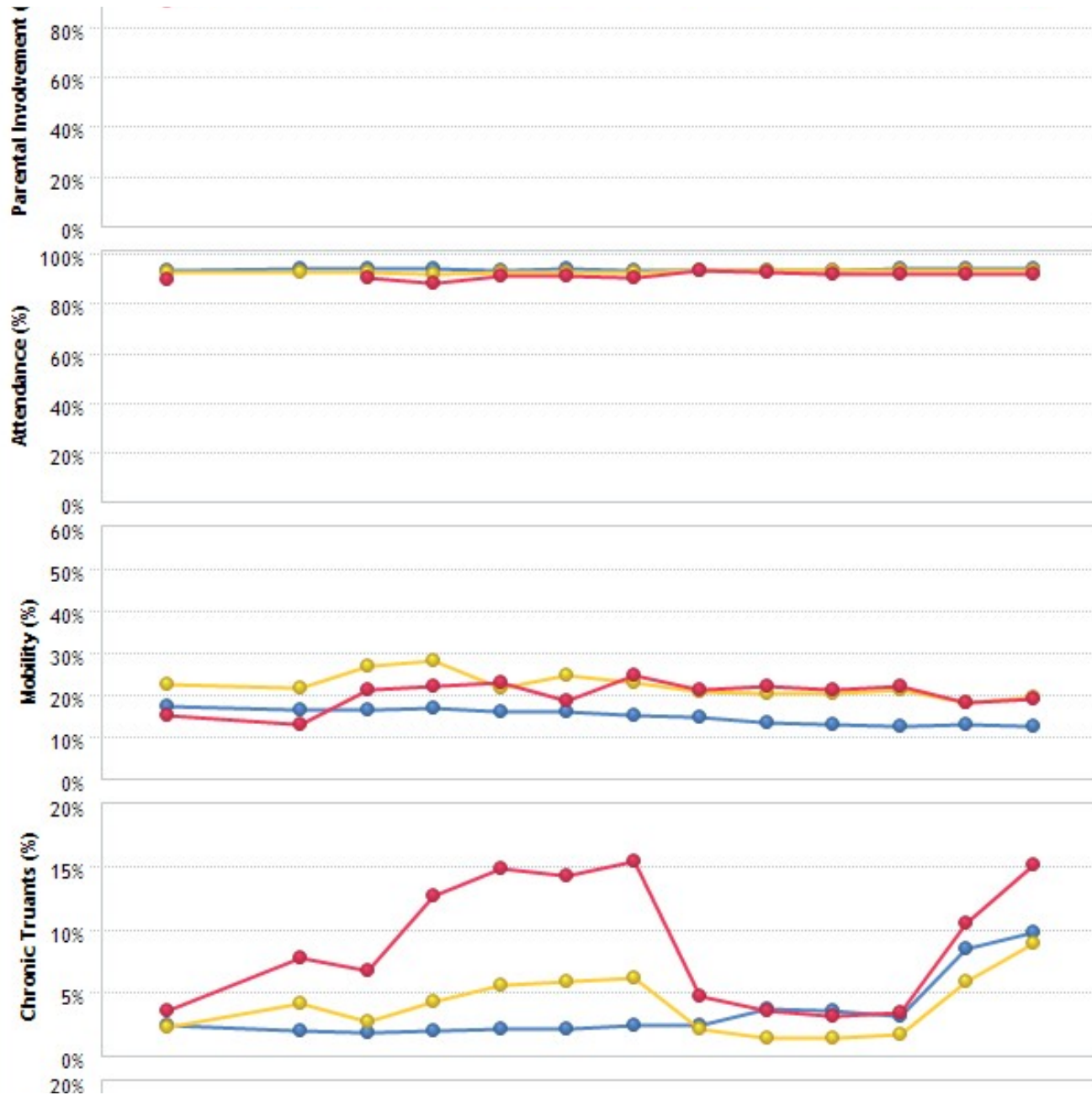
Student Race/Ethnicity

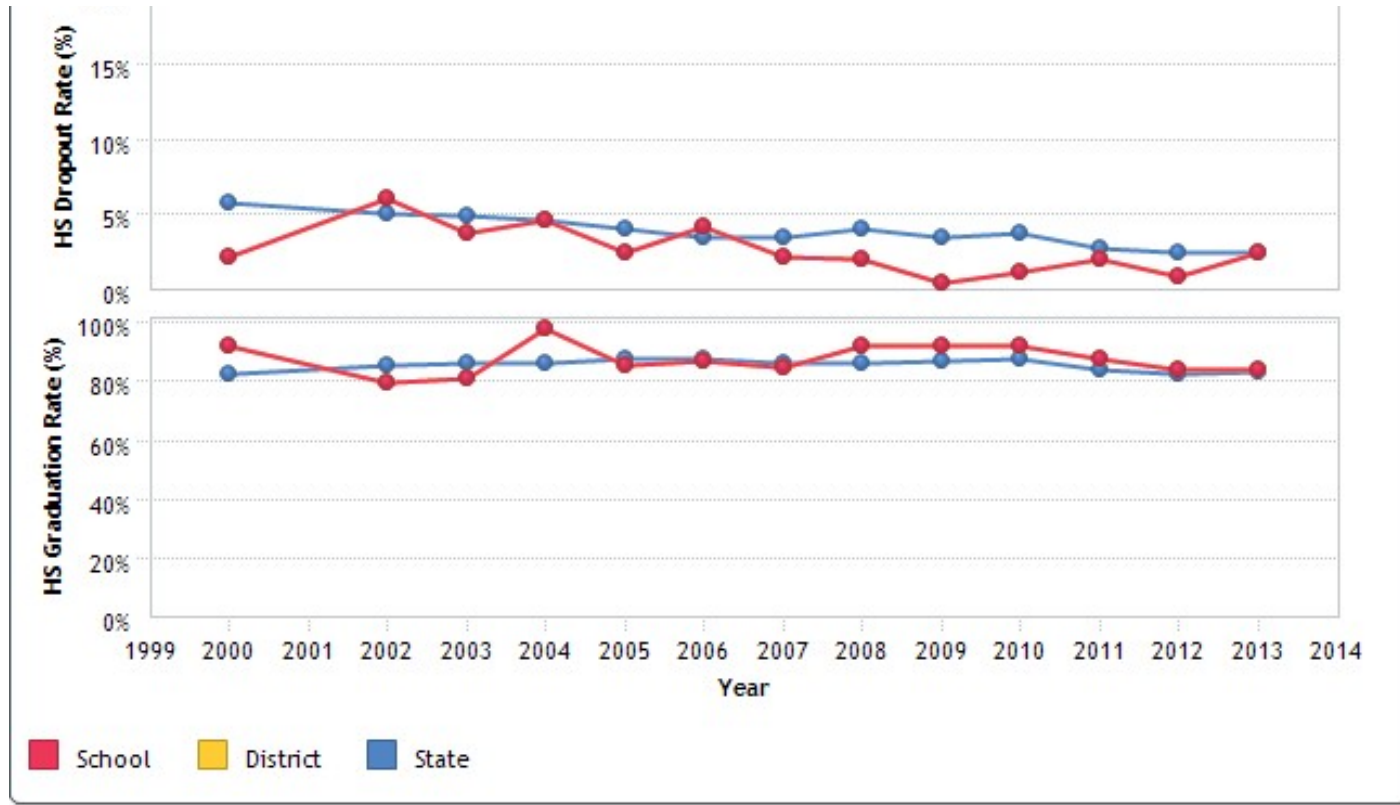
URBANA HIGH SCHOOL-URBANA SD 116
 Student Characteristics - Race/Ethnicity (2013)



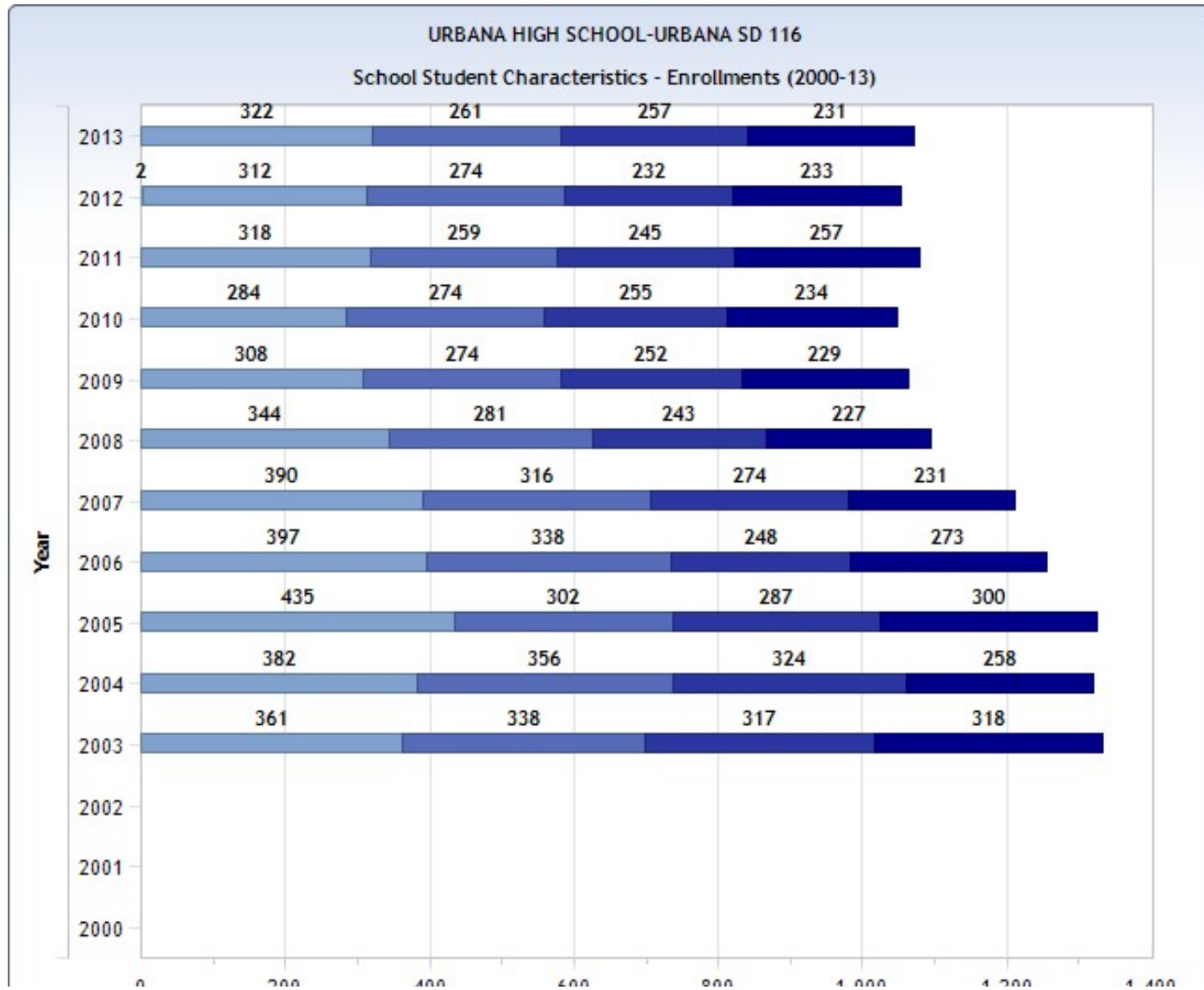
Educational Environment

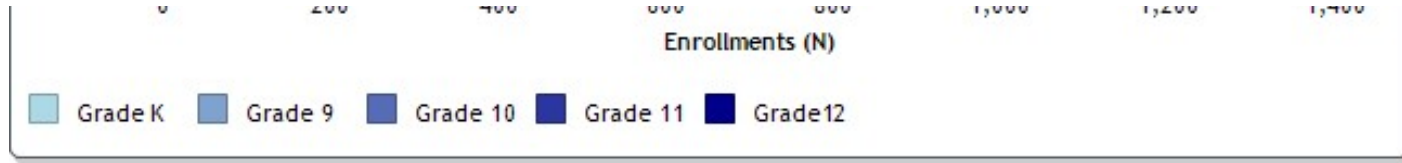




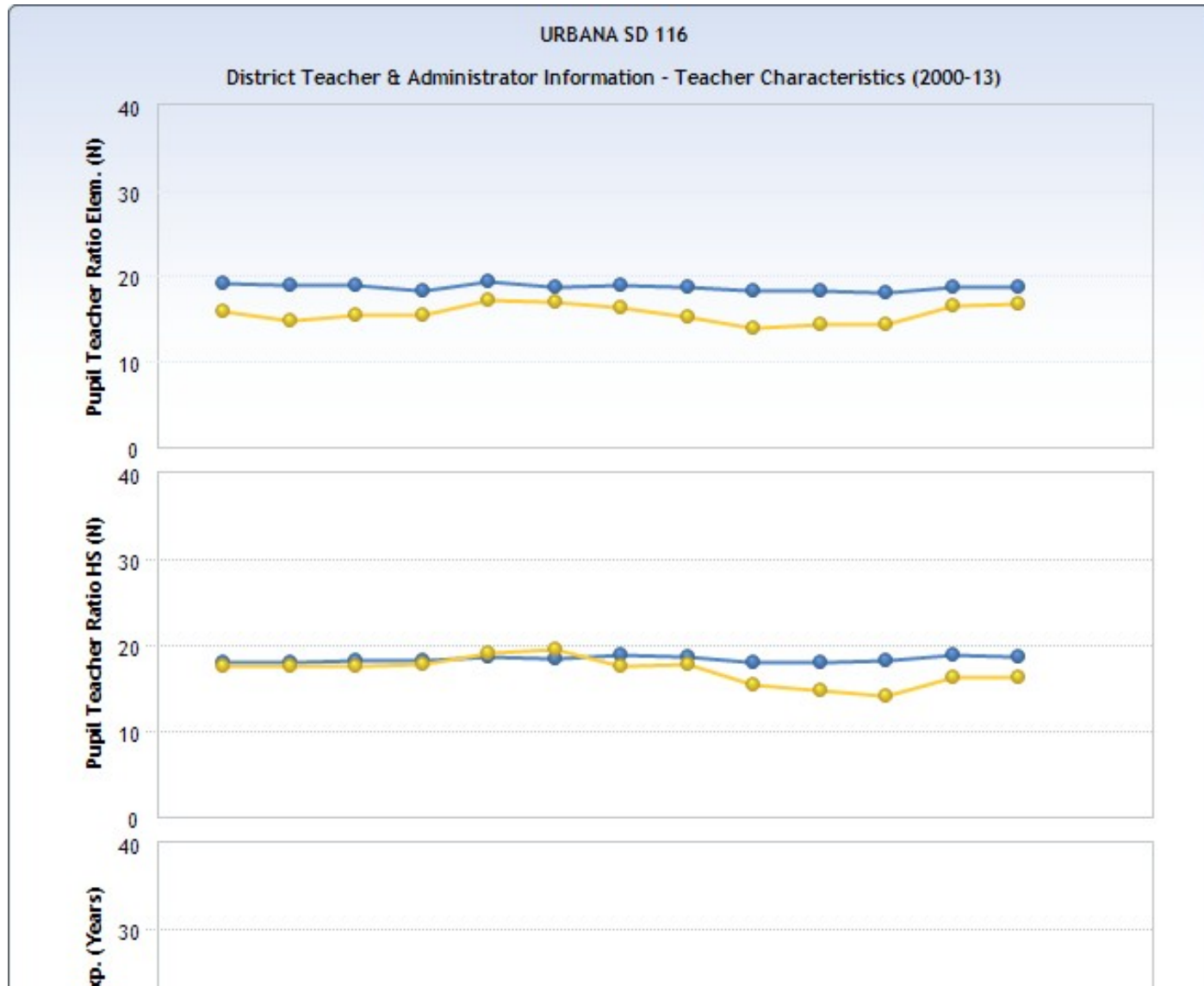


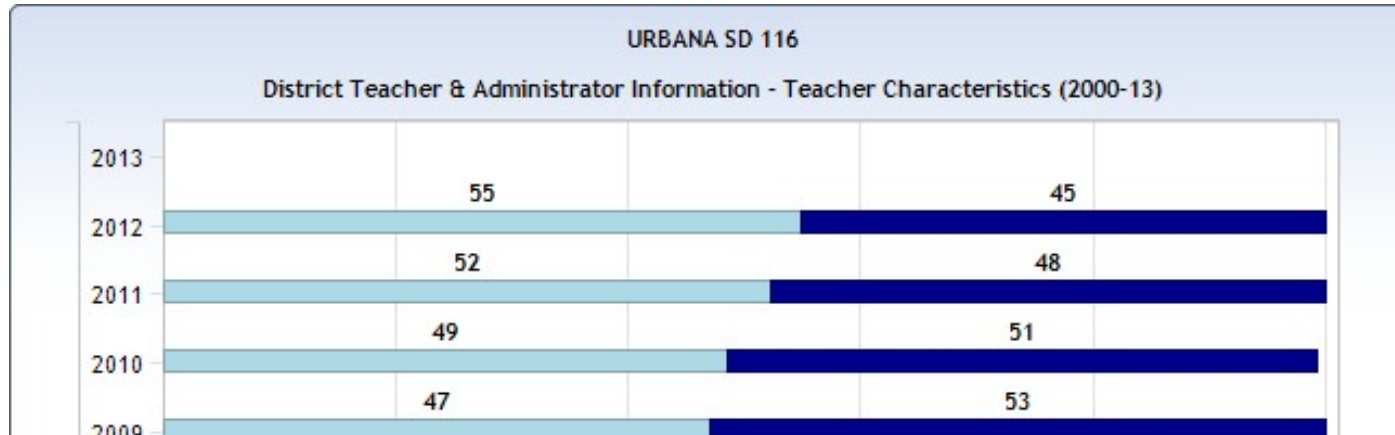
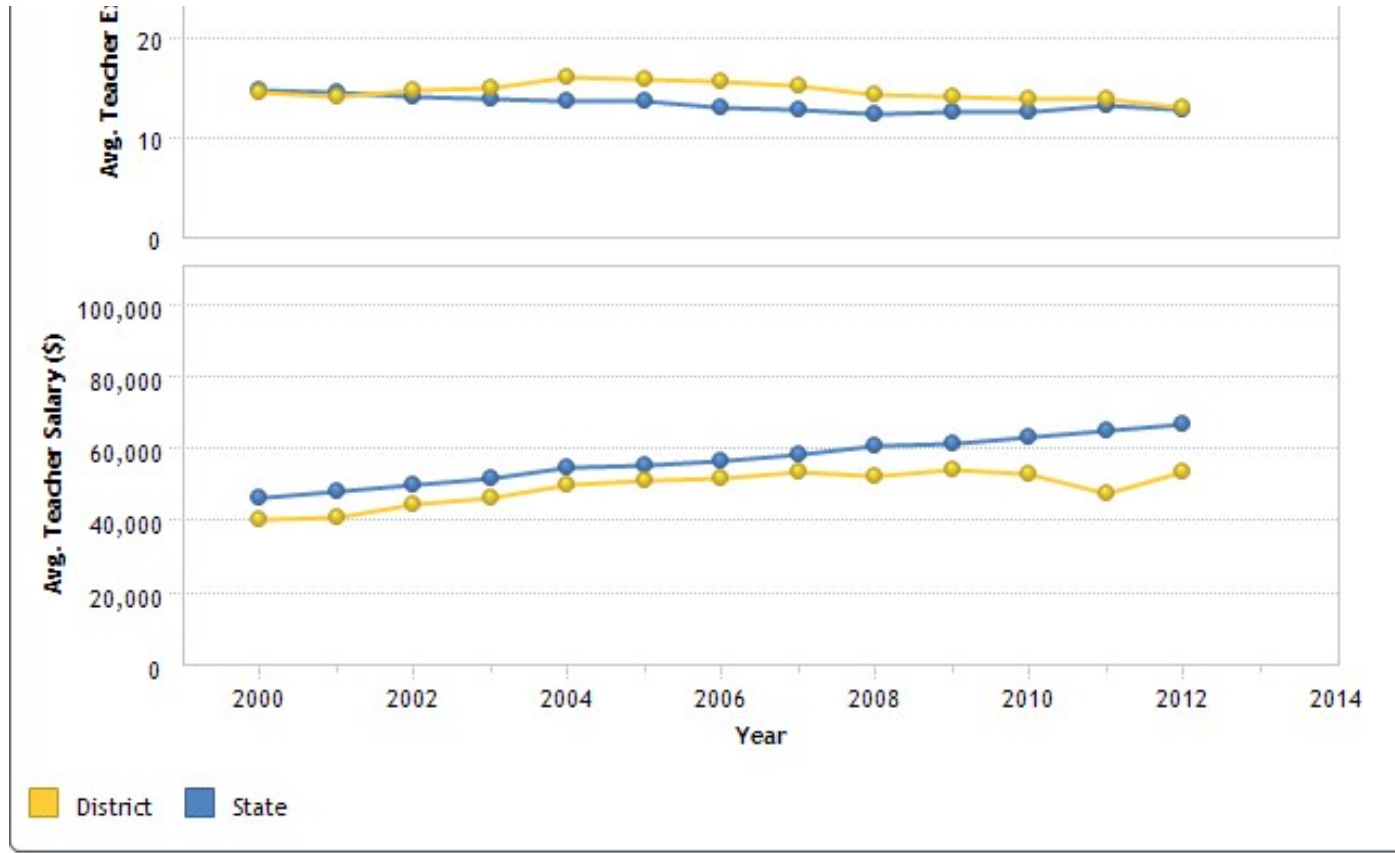
Enrollment Trends

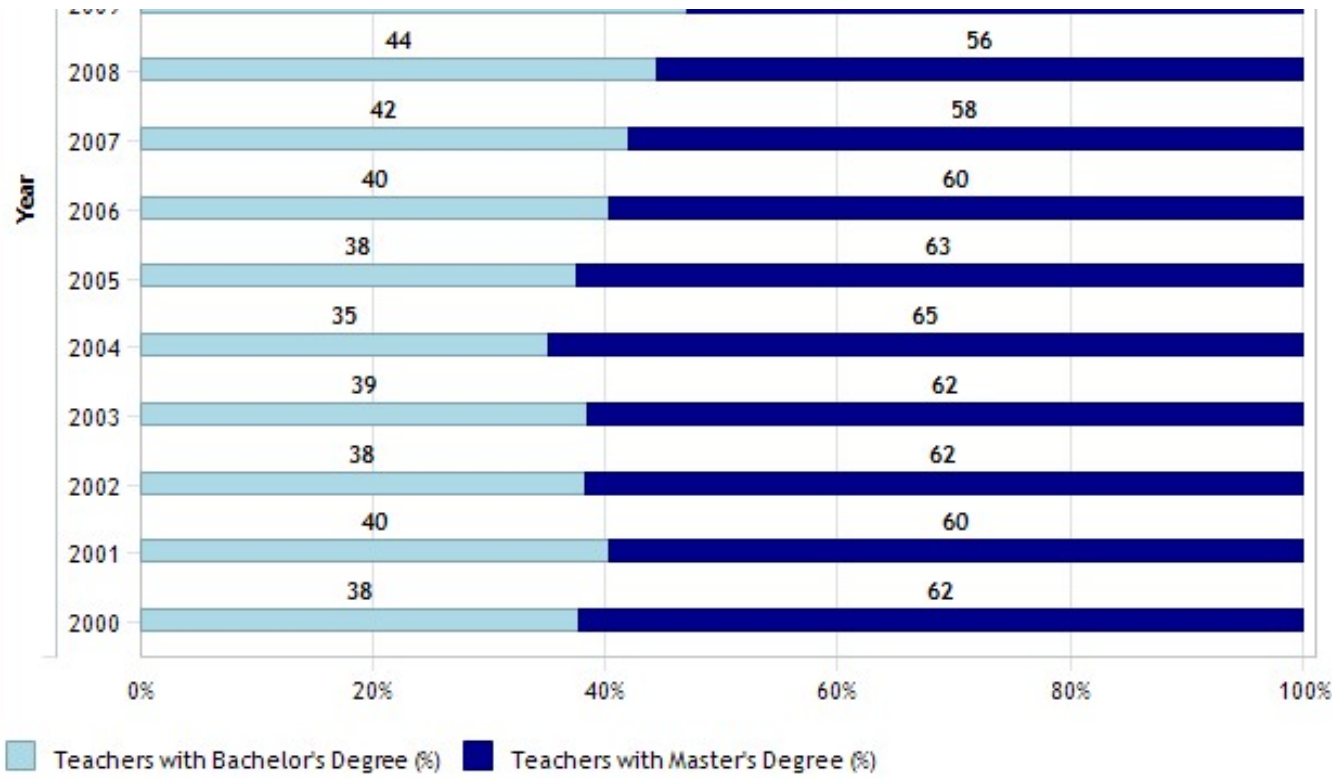




Educator Data







2013 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2013-14 Federal Improvement Status	-
Is this School making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 7

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	98.1	Yes	98.1	Yes	47.2	51.4	No	40.0	52.8	No			90.2	Yes
White	99.2	Yes	99.2	Yes	68.2	73.2	No	58.3	73.2	No			91.7	
Black	96.6	Yes	96.6	Yes	24.3	28.3	Yes	14.9	28.3	No			89.4	
Students with Disabilities	96.2	Yes	96.2	Yes										
Economically Disadvantaged	96.9	Yes	96.9	Yes	29.0	33.3	No	20.6	33.3	No			86.6	

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.