

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 MIDDLE SCHOOL	Address:	1201 S VINE ST
City/State/Zip:	URBANA, IL, 61801 5016	RCDTS Number:	090101160221002
Principal:	Scott Woods	Principal Email*:	swoods@usd116.org
Phone:	217384-3685 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
Scott Woods	School Principal	217-722-1677	swoods@usd116.org	

Indicator Analysis – Leadership

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)		CL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	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:		In general, all staff members are respectful and follow meeting norms. Based on internal survey data, some staff feel they are unable to fully share their opinions on matters related to school policy.	

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:	3	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The building team does not support the evidence presented in the Wise Ways. Comparison to the corporate world is viewed as an invalid argument. Although we respect that having the right people in the right positions is appropriate, the assumption that a building has the authority to make these personnel changes is invalid.	

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 a leadership team which is our SIT. -We have instructional teams in place. -We do not have school team focused on the family school connection that is formally in place. Our student services team and Parent-Principal Advisory Committee is in place. -We do many of the things listed in the Wise Ways.
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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.	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:	Not all teams are required to have written statements of purpose and guidelines for their operations. All teams do utilize building-wide norms, but not all teams are required to have a written purpose for their operations.	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Documents, evaluation,s, observational data, perceptions data and proceedings data are kept on file with school administration; however, not all materials are maintained in an easily accessible manner.	

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 a regular meeting schedule that includes key staff that focuses on student learning.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	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:		There is a lack of inclusion of non-certified staff.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) 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:	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:		Not all staff have easy access to data nor does that data rest at the center of all school improvement conversations. Specific student data is utilized to make decisions about individual interventions.	

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:		This is in place.	

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:		All instructional teams have regular meeting times, and instructional teams (known as UbD groups) are subbed out of classes to work with instructional coaches on unit development.	

IE05		The principal participates actively with the school's teams. (1026)		
Level of Development or Implementation for this Indicator.		Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)		
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		The principal or his designee are assigned to work with teams at the school; however, using a distributed leadership model, the presence of an administrator is not necessary at all meetings.		

IE06		The principal keeps a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development or Implementation for this Indicator.		Full Implementation		
Evidence that this indicator has been fully and effectively implemented:		The staff would like the principal to be "zestier" (Schaffer, 1988). The principal serves as a fire carrier (Lambert, 2000).		

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 actively monitors classroom instruction. The building leadership team, including instructional coaches, actively monitor curriculum and curriculum development.		

IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)		SC
Level of Development or Implementation for this Indicator.		Full Implementation		
Evidence that this indicator has been fully and effectively implemented:		The majority of the principal's day is spent working with teachers and other staff.		

IE09		The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)		SC
Level of Development or Implementation for this Indicator.		Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	This is in place.
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IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)
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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:	This is in place.
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Indicator Analysis – Curriculum

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Not all professional development is determined by local data. The school is under requirements of the state and district. Always, we seek input from staff as to how to improve instruction and learning outcomes. Review of lesson plans happens minimally.		

CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)		SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Not all professional development is determined by local data. The school is under requirements of the state and district. Always, we seek input from staff as to how to improve instruction and learning outcomes. Review of lesson plans happens minimally.		

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:	Through the evaluation process, teachers are required to complete a self-assessment that includes indicators of effective teaching and classroom management.
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IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	Professional development plans are a state-mandated component of teacher evaluation only for teachers who are not at the level of Proficient or Excellent.	

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.	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:	Professional development initiatives are not fully developed based on school-based data. Some initiatives come from outside the building. Autonomy to implement what is most needed at the building level is not fully devolved. We have many significant strengths in this area such as working with individual teachers and teams, peer observations, instructional coaching, mentoring, and collegial learning.	

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:	We have regular sharing days for teachers to share how they are implementing strategies in their classrooms and for their curriculum.	

Indicator Analysis - Instruction

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is in place.	
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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is evidenced by our ongoing work on Understanding By Design and ongoing work for differentiated instruction, curriculum and assessment alignment, and informative assessment.	
IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is in place.	

Indicator Analysis – Assessment

CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

CL22	All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Through our work with Understanding By Design, Responsive Teaching (Differentiation), and Informative Assessment, our ongoing goal is to have units of instruction with specific learning activities aligned to unit objectives.		

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)		SC,ELL
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	Unit planning work is warehoused on-line for teacher access and continued modification.
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IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Ongoing curriculum development work is intended to result in these documents; however, not all content areas and courses have completed this work.	

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)	SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers are required to complete lesson plans based on the collaboratively developed units.	

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:	All teachers maintain a grade book, but those grade books are not necessarily standards based and may reflect "earning points" rather than mastering standards.	

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.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	All classes require ongoing assessment of student progress based on course and content standards. Teachers are required to maintain records of the students' results.
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IIIA07 (1069)	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP, RTI, ELL, SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school has worked hard to encourage all teachers to fully differentiate instruction. We have provided ongoing professional development. This is an ongoing need in which we are encouraging all teachers to improve.	

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:	This is in place.	

IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (1071)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	Based on classroom walk through data, the vast majority of teachers have this information posted in the class room when the classroom space is conducive to posting such information. Not all teachers verbally state this information.	

IIIA10	All teachers stimulate interest in the topics. (1072)	
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 attempt to stimulate interest in topics, but the success of this stimulation does not occur for all teachers.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

IIIA15	All teachers speak with expression and use a variety of vocal tones. (1077)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

IIIA16	All teachers use prompting/cueing. (1078)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA17	All teachers re-teach when necessary. (1079)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA18	All teachers review with drilling/class recitation. (1080)	
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Level of Development or Implementation for this Indicator.	No development/Implementation
	Not a Priority or Interest
Reason why this indicator is not a priority or interest:	Drilling and recitation are not research-based methods that are appropriate at the middle school level. Teacher may do this practice, but it is not encouraged.

IIIA19	All teachers review with questioning. (1081)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA20	All teachers summarize key concepts. (1082)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA21	All teachers re-teach following questioning. (1086)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (1090)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA27	All teachers verbally praise students. (1092)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA28	All teachers travel to all areas in which students are working. (1093)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (1158)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIA35	Students are engaged and on task. (1161)	SP
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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:	Motivating all learners to be actively engaged is a high priority.	

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (1166)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

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:	This is required of all teachers.	

IIIB02	All teachers regularly assign homework (4 or more days a week). (1168)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The building homework policy requires that students have homework at least four days in any five day week. There is no way to guarantee that students will complete homework at home as many will complete it during homework connections or resource time at school.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

IIIC04	Students raise hands or otherwise signal before speaking. (1101)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

IIIC05	All teachers use a variety of instructional modes. (1102)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

IIIC06	All teachers maintain well-organized student learning materials in the classroom. (1103)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	This is required.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	In general this is in place widely across the building. The school participates in PBIS. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

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:	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:	Active student engagement, and motivating all learners is a high priority.	

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:	This is in place.	

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.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	This is not a required part of daily lesson planning.	

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:	In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.	

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:

In general this is in place widely across the building. One cannot say with 100% certainty that this is happening all the time and in all class rooms.

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:	Currently our unit plans include formative assessments but not all are in place in terms of pre/post tests. We take issue with use of the word "test", but we currently do not have all units fully developed that include some form of pre-assessment.		

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:	Currently our unit plans include formative assessments but not all are in place in terms of pre/post tests. We take issue with use of the word "test", but we currently do not have all units fully developed that include some form of pre-assessment.		

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:	Teachers instructing a common unit have the opportunity to review pre- and post-test results, but this is not consistent.
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IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL
Level of Development or Implementation for this Indicator.	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 beginning formal implementation of differentiation this year, but, based on observation and walk through data, we are not seeing regular, consistent differentiation.	

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:	Some teachers re-teach based on post-test results.	

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Discover Education Assessment is given to all students at least three times per year in the areas of math and reading.	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Skyward system includes the above listed data. Not all behavioral data is included.	

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.	No development/Implementation		
	Will include in plan		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We acknowledge that we need to create, monitor, and track annual student learning goals.		

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:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We have multiple staff groups that look at student learning data; however, we do not have a systemic way of looking at that data across the whole school.		

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:	Course-alike instructional teams regularly review course instruction to align it with standards and content needs. Curriculum is carefully aligned to the standards. An area of improvement is to fully respond to the needs of all students with special needs.		

IID09	Instructional Teams use student learning data to plan instruction. (1060)		SC,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is in progress. We have been using formative assessment data to inform our instruction.	

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:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	This is fully in place for students needing instructional support but not for "enhancement".		

IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.		SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	This is an embedded component of our RtI process.		

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is in place.	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The regularity of communication is not consistent across all staff members and teachers.	

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:	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:	There are regular systems in place for meeting with parents, but not all stakeholders are fully represented through these formal groups.		

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:	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:		There are regular systems in place for meeting with parents, but not all stakeholders are fully represented through these formal groups.	

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.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The title of this indicator suggests that it is about standards based grading. We are in the process of developing standards based grading and report card practices. We do not, per the Wise Ways, solicit a report card generated by the parents nor do we think that would be a useful practice.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Our compact is published in our student handbook which is distributed to parents and students annually.	

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		This occurs.	

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:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Regularly distributing compact. We have an open house, parent teacher conferences. We have open communication to parents via Skyward Family Access. However, we do not feel that all parents are responding to our communication efforts. We do not make it easy, in all cases, for a parent to communicate with us. There is a lack of centralization of communication from teachers to parents.		

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)		SC,SP
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	We are clearly communicating what is in the school compact.		

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:	2	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The school implements a comprehensive system of Rtl for both behavioral and emotional needs. For academics, there may be a need to allocate additional staff for our most intensive interventions; however, there are three full-time teachers allocated for interventions at this time. For behavior (PBIS), we have struggled to implement tertiary interventions primarily as this becomes staff intensive. For PBIS implementation, the the primary intervention level needs to be strengthened based on current student referral data. In order to improve in both areas we are at a point of needing to allocate more staff.	

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:	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:	Systems are in place through RTI and PBIS, and this is one of our school's core beliefs. We currently implement a program called SLC (Small Learning Community) through which teachers implement and instruct in areas of social and emotional learning. An area of continued need is the promotion of systems that empower teachers to serve as advocates for students as well as students belonging to a supportive group and having at least one adult on whom they can rely on for support. By developing these connections between teachers and students, the school will develop a stronger school culture that promotes and supports the social, emotional and behavioral skill development and engagement of students.
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CL11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school does not meet the indicators as indicated in the Wise Ways such as daily service delivery of salads, stress management and fitness education, smoking cessation, etc. This type of programming for staff is not viewed as a high priority for staff given budgetary constraints.	

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:	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:	Although our school personnel work effectively and equitably with the above listed groups, we continue to need to address issues of disparity particularly among our African American and Latino populations. Particularly, African American students continue to be at higher risk of absenteeism, course failure, grade-level retention, referral for special education, and disciplinary action. It should be noted that more than 90 percent of all African American students also qualify as low-income, and there is a high correlation between low-income status and these indicators.	

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344) 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.	SW
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Although we argue that more resources are still needed, the current resource allocation is adequately distributed to address building-level needs, and without significant changes to the state's education funding system we will not see a significant change in this area.

CL3	School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)	SD,RTI
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	All students participate in regular academic progress monitoring at least three times per year through multiple evaluation systems. This data is reviewed regularly by a staff team, and student interventions are reviewed in terms of student placement and curricular implementation. However, the use of student data is sporadic and not systematic, and improvements in this area are needed.	

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:	As the school works continually to be a place where students feel valued and are challenged to be engaged and grow cognitively, the school must continue to challenge some personnel's long standing beliefs about student ability and learning. This is a positive effort through which staff are provided opportunities to participate in activities to better understand adolescent cognitive processes as well as how to differentiate instruction to meet the needs of all learners.	

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)	
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The principal models this by actively leading staff development as well as engaging directly in his own staff development. The principal serves as the leader of the building's professional development cadre and works collaboratively to address professional development needs. At the same time, the principal is an active member of professional organizations and is pursuing an advanced degree in education at a highly respected tier 1 research university.
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CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS
Level of Development or Implementation for this Indicator.	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 recognize that the school needs to improve student understanding of behavioral expectations and teacher and staff responses to student behaviors.	

CL8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)	RTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the school district's strategic plan, the school has been participating and continues to participate in an ongoing program of professional development that addresses issues of how to better differentiate instruction, provide ongoing and informative assessments, and how to respond to learner needs in the classroom. The building has three instructional coaches who actively work with teacher professional development.	

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 a mentorship program for new teachers and a system of instructional coaches for all teachers. Additionally, most teachers are grouped into interdisciplinary academic teams for group support and to support students. These three systems provides strong supports for Learning Supports.	

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL10	The school culture will promote and support the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)		Scott Woods	06/02/2015	4	50%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Conduct a school-wide pre-assessment and post-assessment of the advisory program in order to measure whether: All students will have and be able to identify at least one adult who they can go to for social, emotional, or academic support. All students will be part of an able to identify a small community of peers who works to support social, emotional, and academic needs. All students will set and monitor personal goals. All students will learn skills to contribute to a positive school culture. A building team will meet and review this data and progress toward full implementation.	-Survey of all students during the week of 9/8. -Initial data reviewed by all staff on 9/15 in Advisory Teams. -Staff training on implementing Second Step on 10/3. -Advisory Teams met to review implementation of Advisory program including Second Step and Goal Setting.	Scott Woods				
2	Create and maintain a database of relevant activities/lessons for teachers to complete through advisory classes. Database to be reviewed and organized as needed.	-Team of teachers developed and created a website/database to review activities. Summer 2014. -Team of teachers has met to review and update the website. This is ongoing and scheduled to be ongoing throughout the year.	Scott Woods	07/01/2014			
3	Grade level teams consisting of all teacher-advisors at a given grade level will meet at least monthly to review current levels of advisory implementation.	-This meeting is scheduled to occur monthly in Advisory Teams. Advisory teams consist of all teachers and staff who implement Advisory on a given academic team. -YTD meetings have occurred on 9/15/2014 and 10/20/2014.	Scott Woods	09/15/2014			
4	An advisory task force team will meet at least quarterly to review implementation and identify student needs.	-First quarterly meeting is scheduled for 11/4 from 4-6 PM. Task Force should include an advisory teacher from each Advisory Team.	Scott Woods				

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL3	School Leadership will monitor and evaluate the implementation of Learning Supports' programming through an on-going data collection system. (2345)	SD,RTI	Scott Woods	10/31/2014	4	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Develop and compile a master spreadsheet that includes all enrolled students along with demographic data. Corresponding data must include students receiving academic and behavioral interventions and what those interventions are.			Scott Woods			
2	Merge and review data. As attendance, behavior, academic and standardized testing data becomes available, it will be merged into the master spreadsheet of student data. Data will initially be organized and reviewed by the person responsible prior to large group review.			Scott Woods			
3	The building administrative team along with other relevant expert staff will meet to review and analyze aggregated data for at least a half day. As a result of this meeting, the team will develop short term goals for improvement to be revisited at the subsequent meetings. Findings of this group will be shared with the whole staff.			Scott Woods			
4	Repeat all tasks for review following the second and third quarters of the school year.			Scott Woods			

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	SS,SW	Scott Woods	11/14/2014	4	75%	

development needs. (1021)

Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The team will meet to create and develop an appropriate classroom walkthrough tool as well as any other relevant data collection methods.	-Team consisting of PD Cadre members (Patrick Bailey, Jason Pound, Jessica Schad, and Julia Mihelich) along with one instructional coach, (Tracy Welch), and two administrators (Shawna Scherer and Scott Woods) met to create a classroom walk through tool. 9-17-2014 - Team (now including instructional coaches Mynette Kretz and Dani Salto) met to review the previously used classroom walk through tool. Modifications to that tool were made and additional questions were added. 10-21-2014	Scott Woods	09/17/2014
2	The team will periodically collect classroom walkthrough data in all settings. The number of data points and across what time periods will be determined by the team.	-9/17 team met to create tool and establish procedures. -From 9/18-10/20 PD Cadre members conducted 57 10 minute classroom walk throughs. -10/21 met to review the tool and procedures. Team will continue to conduct classroom walk throughs quarterly.	Scott Woods	10/21/2014
3	The team will meet for at least one half day to review the classroom walkthrough data along with other data collected by members of this to assess the professional development needs in the school around how differentiation and assessment is being implemented in classrooms. The team will also have access to the building level data collected through the plan for CL3. Through this process, this team will reflect on current professional development practices, identify gaps or needs in our building-level professional development, and plan future professional development activities. Findings of this team will be shared with the whole staff.	-Team (Tracy Welch, Jason Pound, Mynette Kretz, Patrick Bailey, Jessica Brown, Julia Mihelich, Dani Salto, Shawna Scherer, and Scott Woods) met for a half day to review classroom walk through data. Data from PD Cadre developed walk through as well as admin developed walk through was reviewed. The team also reviewed student surveys administered during Advisory (week of 10/14) asking students to provide feedback on teacher management of student behaviors. Team planned activities, based around all data listed above, for the 10-31-2014 inservice day that will focus on Managing Student Behaviors.	Scott Woods	10/21/2014
4	Repeat the data collection and review processes during quarter two and quarter three.		Scott Woods	

Report Card Data Overview

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

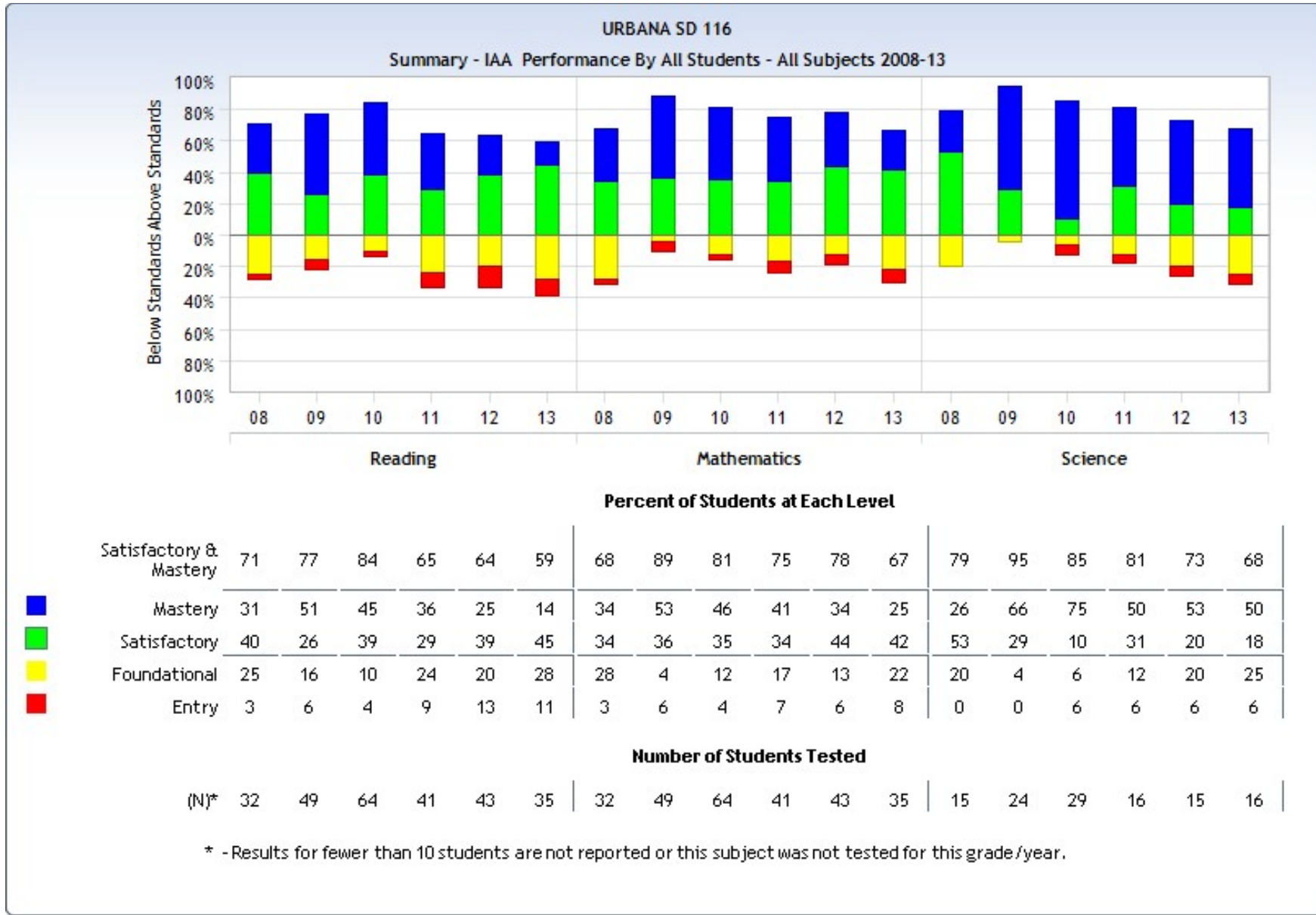
% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)						
	2008	2009	2010	2011	2012	2013
Reading - ISAT Results						
SubGroups	72.3	75.5	75.3	74.7	73.2	45
White	84.7	88.9	86.4	86.7	83.7	60.9
Black	60.5	62.2	63.2	62.3	58.1	24
Hispanic/Latino	65.1	63.2	66.2	61.2	67.2	30.7
Asian	77.3	-	78.3	95.8	100	82.6
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	70.5	80.3	77.6	86.3	81.8	66.7
LEP	43.5	40	48.8	42.9	63.6	16.7
Students with Disabilities	31.6	47.4	34.9	36.9	32.9	12
Low Income	62.1	64.8	67.3	65.3	64.7	30.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Mathematics - ISAT Results						
SubGroups	71.8	77.8	76.9	75.7	71.3	36.8
White	84.5	89.5	87.7	85.8	81.8	53.5
Black	55.3	63.6	60.8	62.2	54	15.1
Hispanic/Latino	81	73.7	78.9	71.8	75	19.5
Asian	88.6	87.5	91.9	95.8	96.3	78.6
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	65.6	84.8	80.6	84.3	76.4	56.1
LEP	69.6	68	69.1	52	73.3	14.7
Students with Disabilities	32.3	47	33.1	35.2	30.1	9.4
Low Income	60.6	69.7	68	67.7	62.5	22.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

ACCESS Results

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

IAA Results



Assessment Data Reading

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

	2008	2009	2010	2011	2012	2013
Grade 6 SubGroups	69.2	78.5	77.6	73.1	72.4	48.2
White	83.6	92.7	85	88.9	83.5	62.2
Black	52.5	65.4	66.3	54.7	60	27.8
Hispanic/Latino	71.4	59.3	73.7	58.3	52.6	29.7
Asian	53.8	-	90.9	92.3	-	100
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	70.8	85.2	85	82.4	82.4	76.2
LEP	41.7	46.2	66.7	-	-	16.7
Students with Disabilities	22.8	50	33.3	36.8	27.9	10.2
Low Income	55.4	68.8	72.3	63.4	62	32.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 7 SubGroups	73	72.1	72.1	71.7	66.4	47.6
White	91.4	82.6	89.4	82.5	78.6	62.9
Black	62	54.3	57.8	57.6	48.4	27.5
Hispanic/Latino	60.7	68.8	53.6	59.3	56.2	31.8
Asian	78.6	-	-	100	-	63.6
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	56.2	90.5	73.9	89.5	77.8	63.2
LEP	45.5	35.7	36.4	42.9	-	-
Students with Disabilities	42	45.5	35.4	32	30.2	15
Low Income	63.5	60.1	60.5	60.3	56.6	30.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 8 SubGroups	74.8	75.7	76.4	79.3	81	37.8
White	80.2	92.5	85	89.2	89.5	56.4
Black	66.4	66	66.7	73	66.3	16.5
Hispanic/Latino	64.3	63.6	76.2	64.7	82.8	31.2
Asian	94.1	-	66.7	-	100	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	81	61.1	75	86.7	85	58.8
LEP	-	38.5	41.2	-	63.6	-
Students with Disabilities	31.4	46.8	36	41.5	42.6	10.2
Low Income	67.2	65.2	69.2	72.2	75.7	28.2
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 6 SubGroups	73.8	77.3	79.4	69.3	68.8	39.8
White	90.2	91.8	86.2	84.3	83.5	58.8
Black	53.5	61.7	64.1	47.9	49.1	19.4
Hispanic/Latino	81	70.4	76.2	70.8	63.2	10.5
Asian	76.9	-	100	92.3	91.7	81.2
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	66.7	81.5	100	70.6	76.5	61.9
LEP	66.7	75	75	-	-	8.7
Students with Disabilities	36.8	44	42	31	23	8.2
Low Income	60.5	69.3	72.9	60.9	56.9	23.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 7 SubGroups	69.5	79	79	79.3	69.2	36.8
White	78.7	89.3	92.3	85.8	79.6	50.8
Black	56.1	63.2	60.6	68.7	52.1	15.8
Hispanic/Latino	78.6	81.2	85.7	70.4	75	22.7
Asian	92.9	76.9	100	100	-	75
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	68.8	90.5	87	94.7	72.2	47.4
LEP	72.7	68.4	80	57.1	-	27.3
Students with Disabilities	36.7	53.7	37.5	39.6	33.3	8.3
Low Income	60.5	70.4	69.3	72.1	60.2	21.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 8 SubGroups	71.9	77	72.2	78.2	76.3	32.9
White	83	87.1	85.1	87.5	81.9	50.5
Black	56.3	66	57.8	68.8	62.1	9.7
Hispanic/Latino	85.7	72.7	72.7	73.5	82.8	35.3
Asian	94.1	100	76.9	-	100	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	61.9	83.3	58.3	86.7	80	58.8
LEP	-	60	55	45.5	73.3	-
Students with Disabilities	22.4	42.6	20	35.8	35.4	12
Low Income	61	69.4	60.9	70.1	70.7	21.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

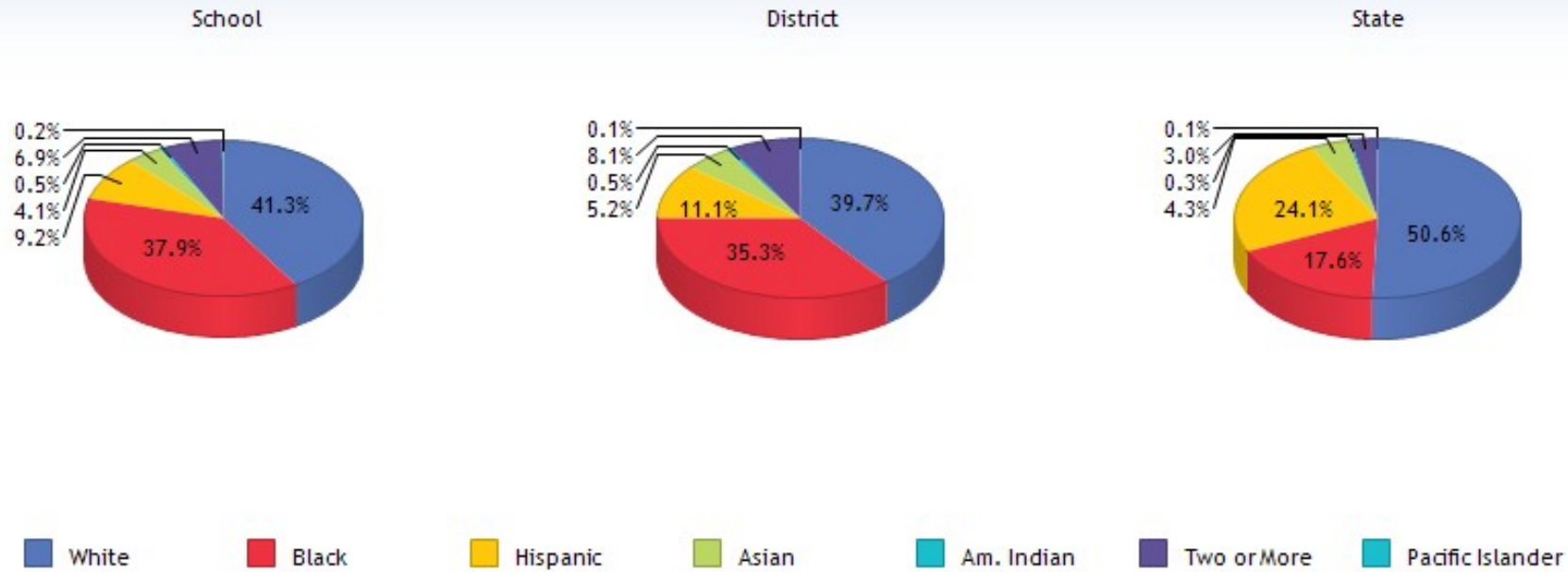
School Information

District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	91.4	92.3	93.2	93.7	92.9	93.4	94.1	93.4
Truancy Rate (%)	4.7	5.1	2.0	0.5	1.2	1.3	4.7	6.0
Mobility Rate (%)	26.1	19.9	18.5	15.4	17.0	19.5	11.6	15.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	1,000	932	817	806	832	846	841	860
Low Income (%)	60.2	64.9	66.2	62.7	64.8	68.4	66.6	68.7
Limited English Proficient(LEP)(%)	4.6	6.4	7.0	6.5	6.5	4.4	4.3	4.7
Students with Disabilities (%)	-	-	-	-	20.6	22.0	21.9	21.3
White, non-Hispanic (%)	47.8	44.6	41.0	40.4	41.5	39.6	43.0	41.3
Black, non-Hispanic (%)	36.3	38.1	37.8	38.1	36.5	37.6	36.5	37.9
Hispanic (%)	3.6	6.8	8.3	9.4	8.5	11.6	8.7	9.2
Asian (%)	5.1	5.2	5.5	3.7	4.4	3.9	4.3	4.1
American Indian (%)	0.3	0.2	0.0	0.1	0.1	0.9	1.0	0.5
Two or More Races (%)	6.9	5.2	7.3	8.2	8.9	6.4	6.4	6.9
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.0	0.1	0.2

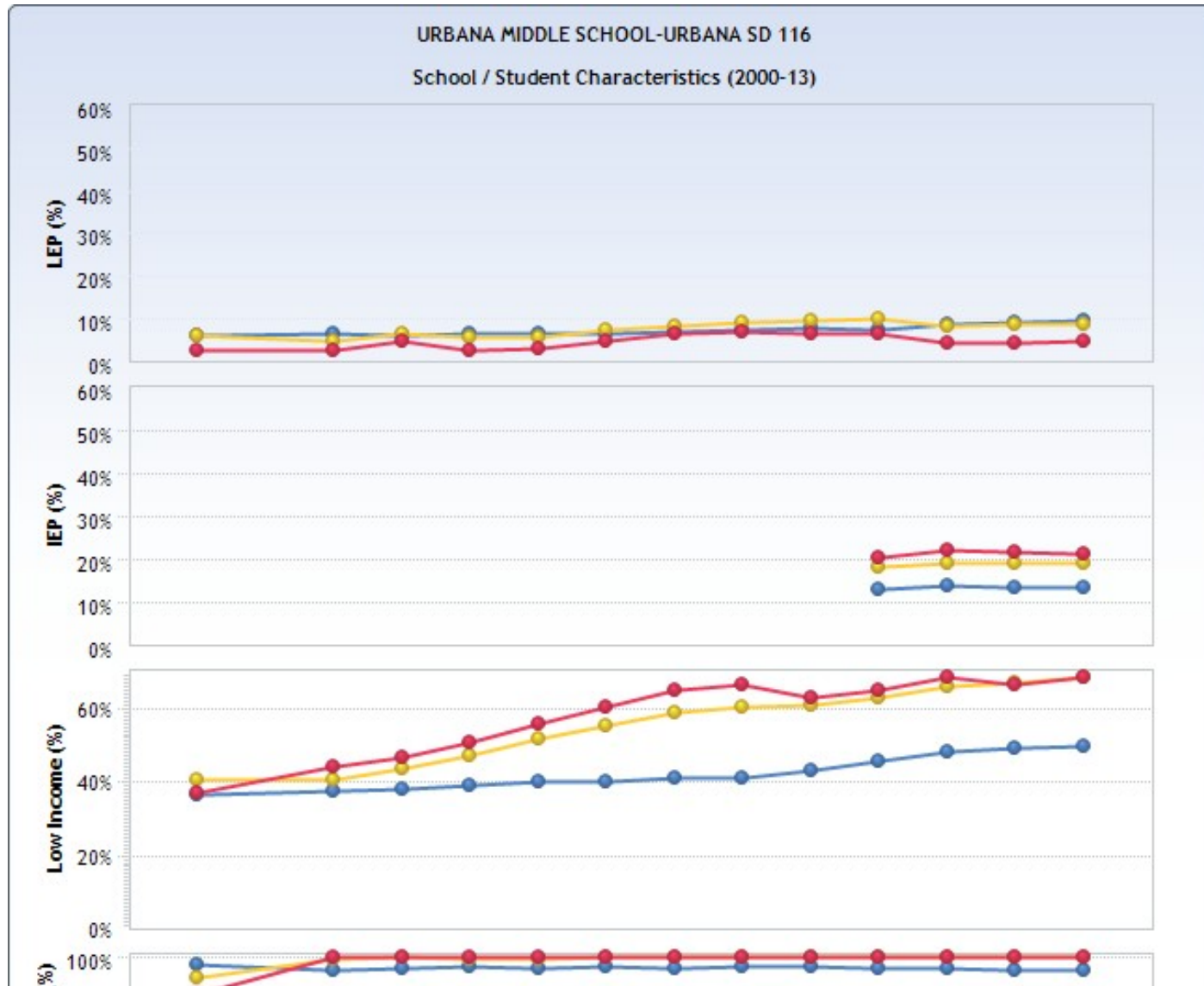
Note: Hyphens in the table indicate that data is not relevant for your plan.

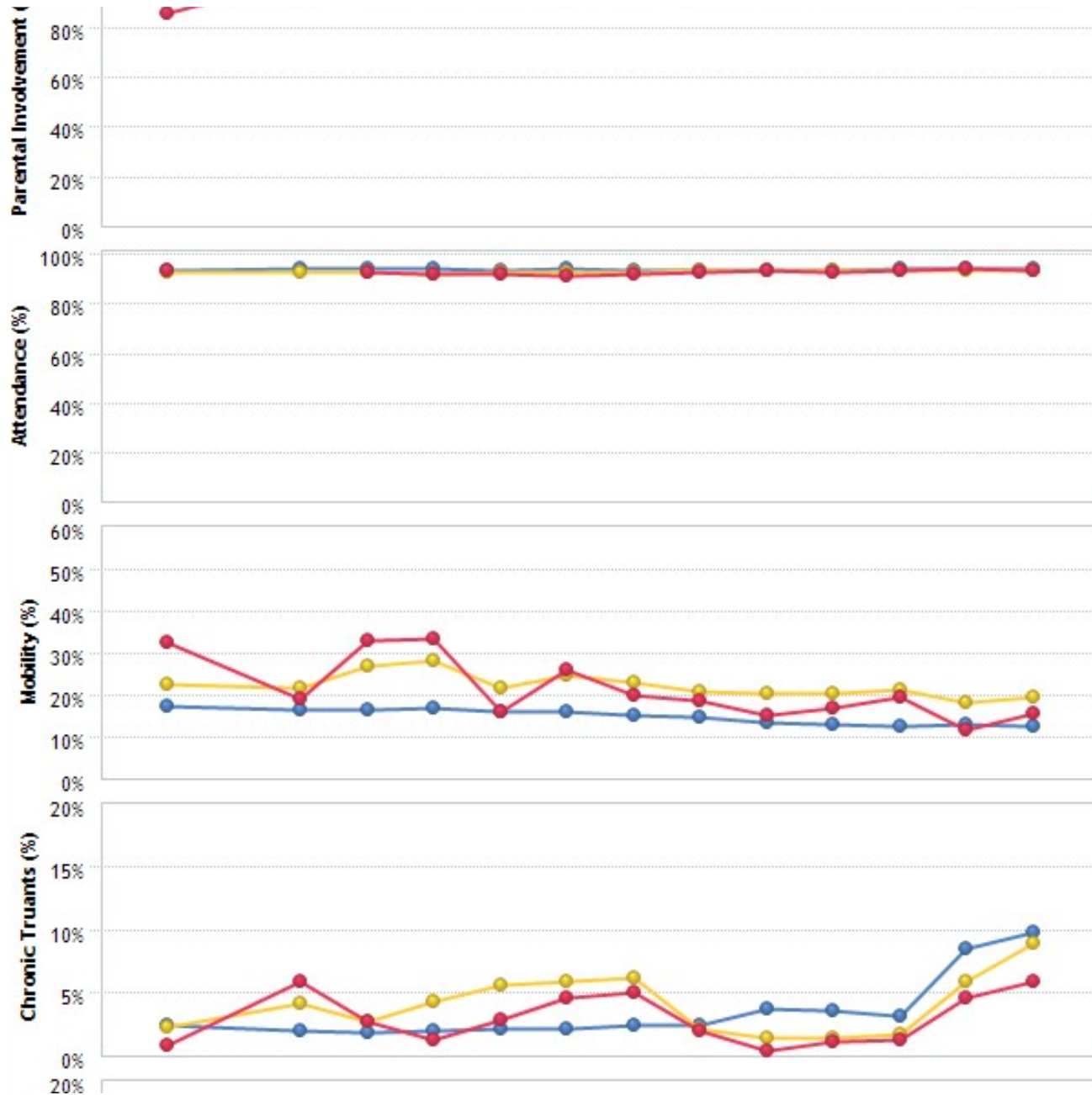
Student Race/Ethnicity

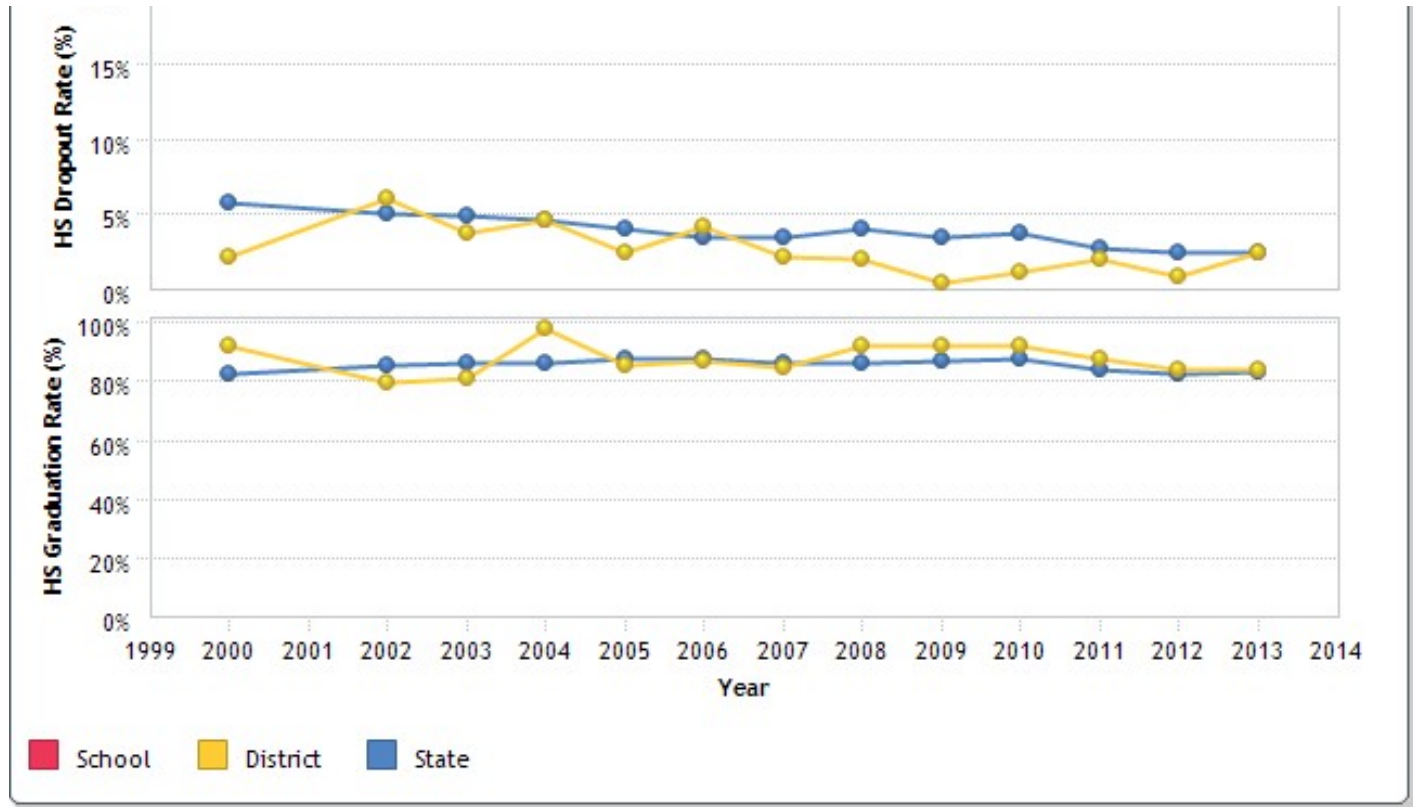
URBANA MIDDLE SCHOOL-URBANA SD 116
Student Characteristics - Race/Ethnicity (2013)



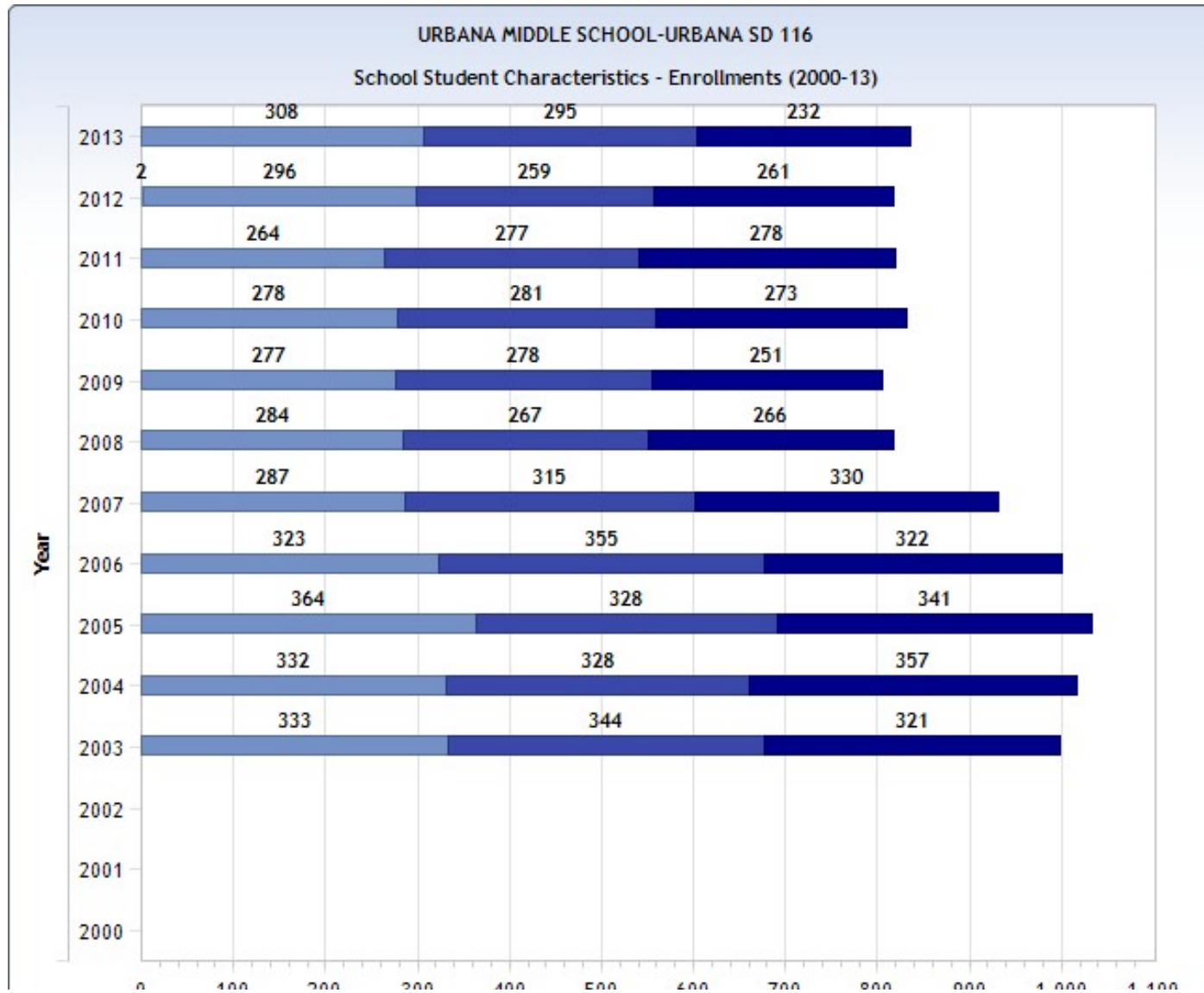
Educational Environment



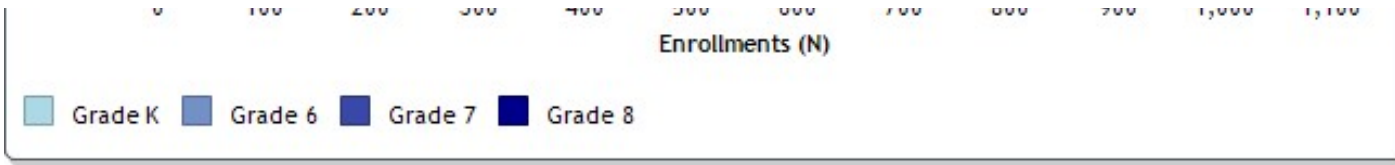




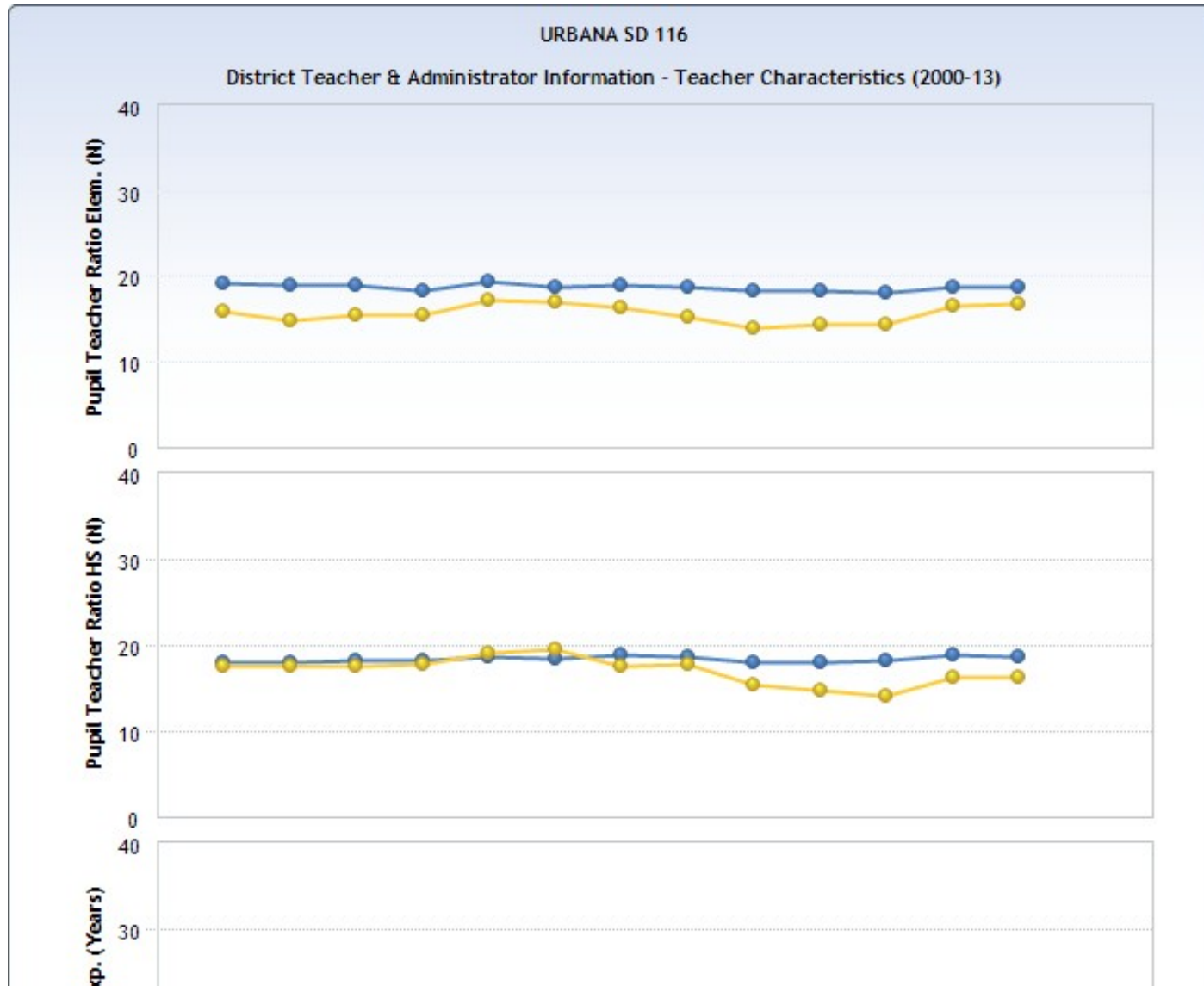
Enrollment Trends

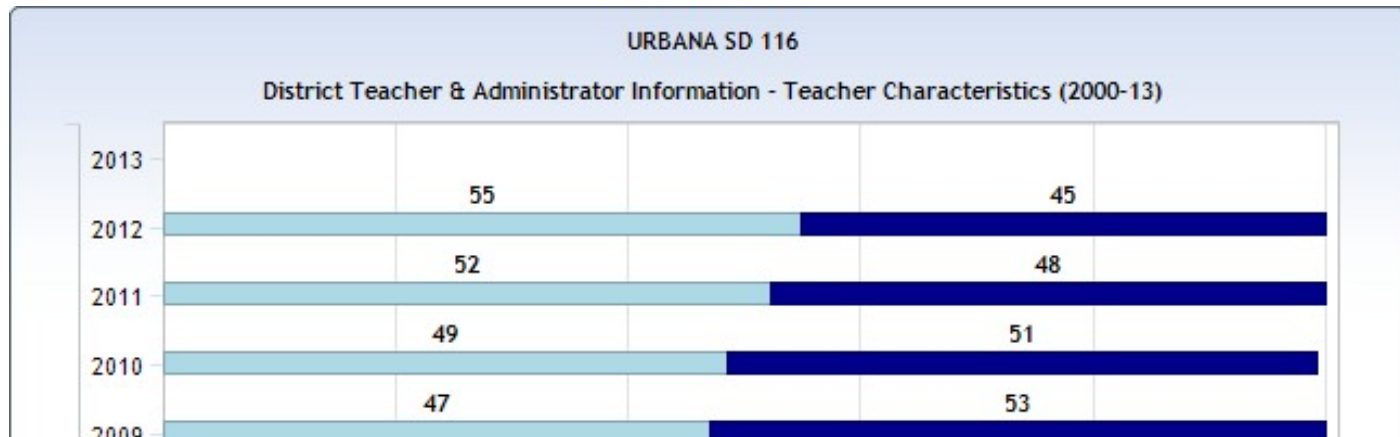
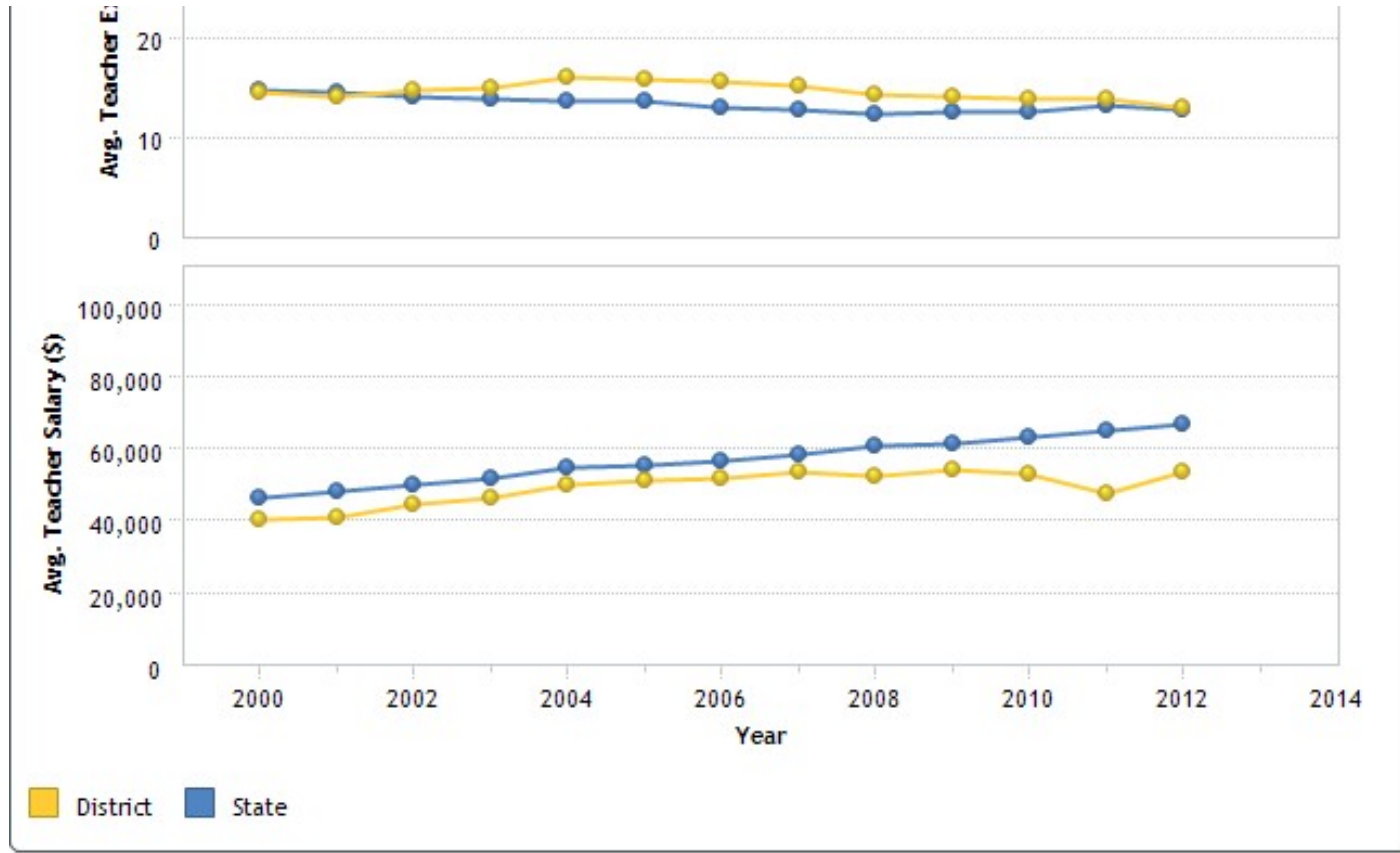


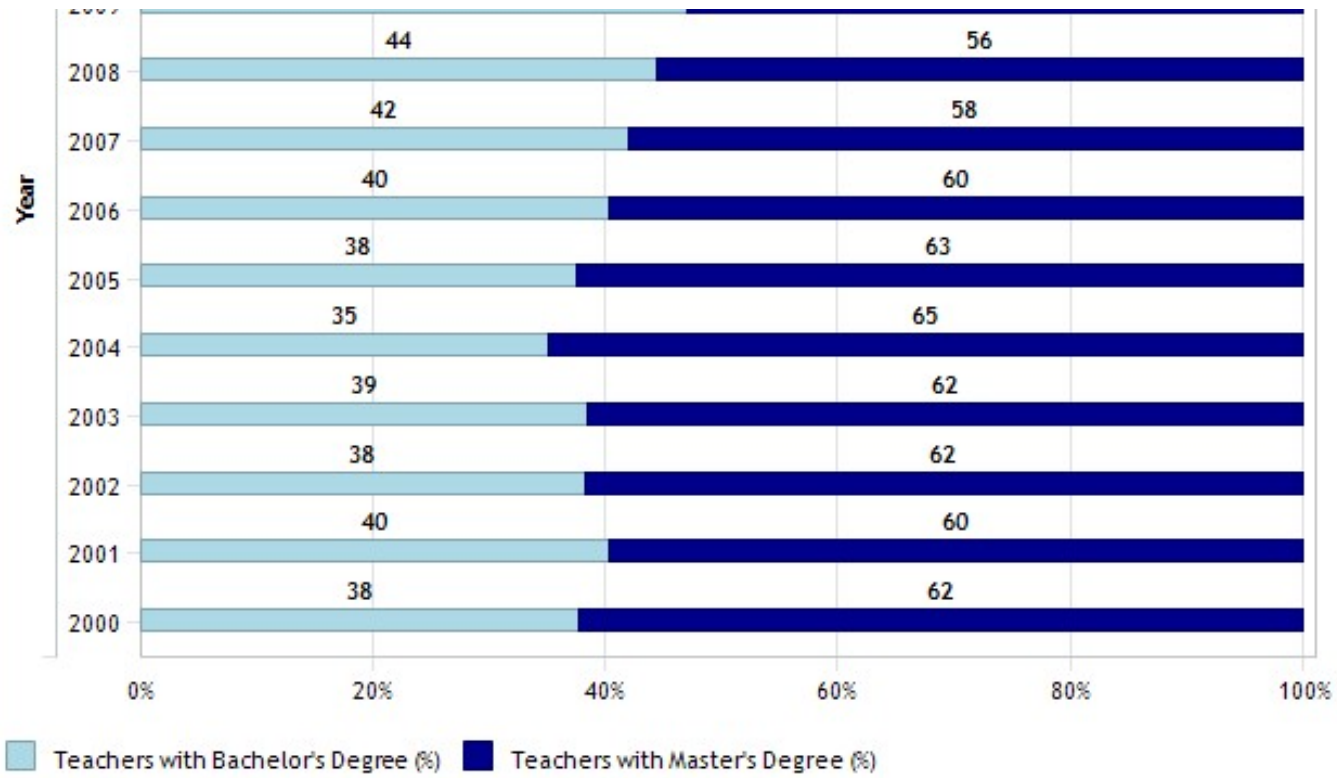
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Educator Data







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 6

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	99.6	Yes	99.5	Yes	48.0	56.0	No	39.9	49.5	No	93.4	Yes		
White	100.0	Yes	100.0	Yes	63.4	71.2	No	56.4	62.8	No	93.9			
Black	99.4	Yes	99.1	Yes	26.9	35.1	No	17.7	28.5	No	92.8			
Hispanic	98.7	Yes	98.7	Yes	31.8	44.7	No	21.2	46.4	No	92.5			
Two or More Races	100.0	Yes	100.0	Yes	67.3	59.4	Yes	59.2	57.6	Yes	93.9			
Students with Disabilities	100.0	Yes	99.4	Yes	18.7	28.4	No	18.5	25.8	No	92.3			
Economically Disadvantaged	99.5	Yes	99.3	Yes	33.5	44.3	No	25.2	35.5	No	92.6			

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.