

## 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:	YANKEE RIDGE ELEM SCHOOL	Address:	2102 S ANDERSON ST
City/State/Zip:	URBANA, IL, 61801 6710	RCDTS Number:	090101160222012
Principal:	Mary Beth Norris	Principal Email*:	mnorris@usd116.org
Phone:	217-384-3608      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
Mary Beth Norris	School Principal	217-384-3608	mnorris@usd116.org	Principal
Mary Beth Norris	School Process Manager	217-384-3608	mnorris@usd116.org	Principal
Natalee Bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff
Kelly Allen	School Improvement Team Member	217-384-3607	kallen@usd116.org	Teacher
Becky Kay	School Improvement Team Member	217-384-3607	rkay@usd116.org	Teacher
Teresa Wilson	School Improvement Team Member	217-384-3575	twilson@usd116.org	Teacher
Miranda Church	School Improvement Team Member	217-384-3607	mchurch@usd116.org	Teacher
Liz Lynch	School Improvement Team Member	217-384-3607	elynych@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:	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 committee believes that this is an area that needs further exploration and discussion. Although many staff members demonstrate behaviors that are associated with a "culture of candor", this is not consistent building-wide.	

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The building follows district protocol for hiring and approving highly-qualified individual.	

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	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:		Changing tasks and changing targets in the area of planning and governance have inhibited progress in creating a cohesive school improvement plan. Team structures exist for school improvement subcommittees and our parent advisory committee. Changes in current policy/expectations impacts progress. Current budget can support changes needed.	

ID02	All teams have written statements of purpose and guidelines for their operation. (1013) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Clarify the Vision for Reform.		SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Our building's Parent Advisory Committee has both written guidelines and statements of purpose (that were developed at the district level). At the present time, building level teams have neither.	

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:		Agendas, work products, and minutes are maintained for all working committees.	

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) <b>Title I Expectations:</b> Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.		SS,SW
Level of Development or Implementation for this Indicator.		No development/Implementation	
		Will include in plan	
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:		A number of individuals have leadership positions for our various committees. However, an overall Leadership Team has not yet been developed.	

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.	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:	Consistent communication occurs as the leaders of individual committees share with the faculty.	

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) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	Various "teams" look at their particular areas of data- which determines action plans to address areas of need.	

ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Grade Level/Data Teams meet at least monthly (with notes taken and later dispersed to participants). Some grade levels choose to meet more frequently.	

ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Time constraints limit Grade Level/Data Team meeting times.	

IE05	The principal participates actively with the school's teams. (1026)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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 principal participates actively on a specific school improvement team. All SIP teams have chairpersons and the principal reviews all notes. The principal participates in most RTI/IPS meetings.		

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The principal's focus on instructional improvement and learning outcomes is apparent but not consistently implemented building-wide. Current practices and procedures (i.e. student discipline) take time and attention away from desired goals.		

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The principal monitors the overall curriculum and classroom instructional practice; however, time limitations prevent the principal from being highly visible and more directly involved in curriculum and instruction.		

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	As the only building administrator, the principal is unable to spend 50% of each day with activities related to instructional leadership.	

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The principal attempts to address unsound teaching practices. Occasional resistance to change and/or adaptation interferes with the improvement process.		

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Additional efforts need to be made to celebrate student learning outcomes at the building level.		

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:	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:		Opportunities are available to teachers to gain skills and learn from others in areas that they are less familiar with.	

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 is provided in all areas. Building data and staff feedback are used to determine the focus of professional development.	

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)		SC,CL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Building staff have opportunities for self-assessment and reflection through both building and district staff development activities.	



IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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 are not currently required to make individual professional development plans unless areas of need (based on observations, data, etc.) have been identified.	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)	SP,SW
<b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	District initiatives (based on district-wide data indicating areas of need) are a considerable focus at the building level. At the building level, PD also revolves around providing consistency in planning and the implementation of research-based strategies. Through teacher observation, additional PD opportunities can be recommended (ex. New Teacher Mentoring, working with an instructional coach, professional development workshops/offersings).	

IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers have many opportunities to share their strengths with their co-workers during, both building and district professional development activities.	

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:	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:	Grade level/data teams have collaborated on academic units of instruction. Less attention has been given to planning units on physical development. Social, emotional, and behavioral development has been addressed through building-wide initiatives.	

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:	2	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	There are building-wide efforts to align instruction with core curriculum standards. Grade level teams are developing common assessments and learning targets in math and reading instruction. Individual teachers continue to have autonomy in instructional practice.		

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:	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)

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Current level of development or implementation:

Along with other district elementary buildings, we have adhered to developing units of instruction to fit with the common core.

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:	The majority of staff members are self-aware and model the competencies listed.		

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:	This is an area of strength in our building. Through SEL, PBIS, and RTI initiatives our staff have developed strong competencies in these areas.		

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:	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 fully aligned to the Common Core in Reading & Math; however, not in other subject areas. Current budget allows for improvements. Time is needed to align specific learning activities to instruction. 10/8/14 The building has plans to address the new Next Generation Science Standards through reviewing and purchasing materials aligned with those standards.		

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)		SC,ELL
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Materials for our standards-aligned learning activities for Math & Language Arts are organized for optimal use by teachers.

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Multiple documents provide guidance to teachers in these areas. Guiding documents are strongest in the areas of Reading & Math.		

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)		SC,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers are expected (by the building and district) to develop plans based on aligned units of instruction. Considerable progress has been made in this area, however, continued efforts are needed to assure that it is occurring building-wide.		

IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (1067)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers maintain a record of students' mastery of skills- including keeping track of student progress on targeted learning objectives (Student Growth Objectives).		

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP,ELL
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Both district and building expect/require frequent assessment and that records are consistently maintained.

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.	SP, RTI, ELL, SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	Adequate differentiation may require additional resources (targeted professional development, materials, personnel). Large class sizes, physical space limitations, time, and increasingly complicated student needs create specific challenges.	

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:	Lesson Plans are required from all teachers in the building. They are expected to utilize a scope and sequence for all instructional planning- which includes a review of previous lessons.	

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:	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:	For the past year, Yankee Ridge staff have moved to a building-wide practice of posting and talking about learning objectives. We will continue to put effort into improving our oral practice.	

IIIA10	All teachers stimulate interest in the topics. (1072)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most teachers and staff put effort into planning and implementing engaging lessons; however, this is an area that we can benefit from further reflection and sharing.	

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:	Teachers consistently model, demonstrate, and utilize graphics to enhance student understanding of learning concepts.	

IIIA13	All teachers explain directly and thoroughly. (1075)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers in our building consistently intend to instruct in a direct and thorough manner.	

IIIA14	All teachers maintain eye contact. (1076)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Throughout instruction, teachers are monitoring students' responses, behaviors, and apparent understanding of content.	

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
Evidence that this indicator has been fully and effectively implemented:	Teachers utilize expression and a variety of vocal tones to engage students during instruction.

III A16	All teachers use prompting/cueing. (1078)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Our teachers consistently utilize prompting and cueing to support student learning and differentiate instruction.	

III A17	All teachers re-teach when necessary. (1079)	
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:	Due to large class sizes, extensive curriculum to cover, and challenging student characteristics, teachers are sometimes unable to adequately review and re-teach to the extent necessary for students to reach mastery of skills.	

III A18	All teachers review with drilling/class recitation. (1080)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers utilize practice activities (such as homework and independent work) as a means of review and reinforcement of skills.	

III A19	All teachers review with questioning. (1081)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Most teachers in the building are proficient with their questioning skills. Many have participated in staff development activities that helped them reflect on fine-tuning skills in this area.	



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:	Most teachers consistently summarize key concepts both during intros to lessons and when concluding lessons- and also preview upcoming instructional focuses.	

IIIA21	All teachers re-teach following questioning. (1086)	
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 most teachers re-teach to clarify when students appear unclear regarding skills taught, time available for instruction may interfere in the process. This is an area that may need additional attention and discussion.	

IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (1090)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Many teachers expect students to re-phrase and explain in their own words. Asking students to summarize and relate are common ways to assess student learning.	

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:	Teachers attempt to encourage students to take responsibility for their own learning and monitoring their own progress. Teachers utilize various practices for this purpose.
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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:	All teachers put effort into recognizing successes and praising students.	

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:	Teachers regularly circulate around the classroom, monitoring students' work and assessing their progress.	

IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers interact with students for instructional purposes throughout each day (instructing, assessing, providing feedback).	

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:	Teachers both teach and reinforce classroom and building expectations regularly. Students clearly understand and follow procedures and routines.	

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

Evidence that this indicator has been fully and effectively implemented:	Teachers utilize daily class meetings to provide an opportunity for students to share, in addition to students relating personal experiences through instructional activities.
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IIIA35	Students are engaged and on task. (1161)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Walkthrough data from 2012-13 showed a high level of student engagement.	

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (1166)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Our teachers consistently and with integrity administer math and reading assessments (in several forms) for all three benchmark periods. Teachers also collect daily work and collect & organize assessment data.	

IIIB01	All teachers maintain a file of communication with parents. (1167)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Although most teachers maintain some way of organizing parent communications, the committee is unsure if this is a building-wide practice.	

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:	Building staff, with input from parents, developed a Homework Policy two years ago that outlines homework expectations by grade level (for students, parents, and teachers).	

IIIB03	All teachers check, mark, and return homework. (1169)	
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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:	Although teachers regularly check for homework completion, all assignments are not marked and returned to parents. Large class sizes interferes with teachers full implementation of marking and returning homework.	

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:	Typically, when teachers are meeting with small groups of students, other students are working independently (or in groups) on curriculum-related activities provided by the teacher.	

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:	Students raise hands or signal in another manner in order to request the opportunity to communicate with the teacher.	

IIIC05	All teachers use a variety of instructional modes. (1102)	
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:	Although teachers already use various modes for instruction, this continues to be an area of discussion and targeted for improvement.	

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:	Materials for student use are organized in ways that make them easily accessible to students.

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:	ALL classrooms have the building PBIS behavioral expectation matrices posted. In addition, some classes also have classroom rules posted.	

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:	All staff reinforce expectations regardless of position.	

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:	All elementary teachers in our school district are expected to teach positive social behaviors through the use of a provided curriculum. Teachers hold daily classroom meetings to discuss, reinforce, and model expected behaviors.	

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:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The professional development focus for both the district and building is differentiation. Challenges for teachers to fully differentiate include lack of adequate materials at all student academic levels and large class numbers.		

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most teachers' lesson plans do not currently indicate the differentiation that they practice in their daily instruction. Additional planning time may be necessary in order for teachers to create more detailed lesson plans.	

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) <b>Title I Expectations:</b> Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.	CL, SW
Level of Development or Implementation for this Indicator.	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:	Expectations of students are made clear by teachers; however, may not be clearly delineated in lesson plans.	

TL5	All teachers utilize high-quality questions and provide adequate time for student response. (2333)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	Continued discussions at the building level are needed to further improve teachers' use of high-quality questioning and the encouragement of students' higher order thinking skills.	

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:	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:	While there is a desire to incorporate the use of technology, there is a lack of resources to do so effectively. The building is currently in the process of raising/utilizing funds to increase building technology resources.	

## 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:	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 steps are being taken in this direction, only some units of instruction currently have both pre and post -testing done to assess mastery.		
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:	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:	Progress has been made in this direction but pre and post-testing is not currently occurring at all grade levels in all subjects.		
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:	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 teachers/grade level data teams informally discuss students' progress and struggles, they do not review pre-test and post-test data as a team.
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IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Differentiation of instruction occurs on a regular basis at all grade levels. Staff continually put effort into enhancing differentiation strategies.	

IIB05	All teachers re-teach based on post-test results. (1052)	
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:	Re-teaching is not done on a consistent basis. Due to the extensive curriculum and large class sizes, adequate re-teaching is difficult to accomplish.	

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Benchmark assessments are administered three times each year to determine student progress. This is both a district and building expectation.	

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers receive reports in a timely manner for all benchmark assessments: ThinkLink, Dibels, M-CAP/M-COMP, and TENS.	

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.		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:		Efforts have been made to compile and organize assessment data. Other significant student information is available in other systems/locations.	

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:	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:		Good progress has been made in this area; however, procedures need to be refined.	

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:	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:		Various "teams" look at different components of student learning data. Further development is needed in creating a school-wide Leadership Team to monitor school-level data.	

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.		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:	Both grade level teams and school improvement subcommittees look at specific areas. (ex. Math team reviews math data, etc.) Additional time and attention is needed in this area.	

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:	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:	Opportunities exist for grade level teams and RTI teams to look at data and plan instructional interventions. Some groups are stronger at this practice than others.		

IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061)		RTI,CL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Response to Intervention (RTI) teams meet regularly to look at data and discuss leveled supports. Teachers then facilitate the interventions and results are discussed at the next meeting.		

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) <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.		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)	

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Current level of development or implementation:

Additional time would be needed to allow data teams to meet and make recommendations about curriculum and instructional planning.

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:	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:	A building homework policy was developed with the input of both teachers and parents. Aspects of the policy are referred to by teachers during our "Back to School Night" and in newsletters that go home to parents. (Ex. Required minutes of reading at home.)	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Parents seem generally comfortable initiating interactions with teachers regarding their concerns. Parents continue to express displeasure about the current progress reports and their difficulty understanding the information provided about their child thru those reports. The PAC group agreed that different parents have different needs re: communications. Teachers have expressed concerns about the difficulties that they sometimes have reaching parents (which complicates home-school communications).	

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

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The building principal communicates universally with families through a "Letter to Families" included in the building's quarterly newsletter. Although a number of parents express appreciation for the "open door policy, some seem uncomfortable approaching the principal with their concerns. Efforts are made to assure that parents are comfortable participating in problem-solving processes regarding their child. Resources for supports are provided to parents in a variety of ways.	

IE13	The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Regular opportunities are planned for sharing and critiquing the school's progress and school improvement efforts. Time constraints interfere with some planned opportunities. This is an area to continue to look for ways to obtain candid and constructive feedback from the most significant stakeholders (students, parents, teachers)- necessary for moving forward.	

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) <b>Title I Expectations: The plan must articulate strategies to increase parental involvement.</b>		SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Standards-based progress reports are completed and shared with parents quarterly. Some teachers include general information in weekly newsletters regarding common core instruction and assessments. Parents are encouraged to attend twice yearly Parent/Teacher Conferences.		

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Both parents and children read and sign the Compact during the registration process. The building continues to look at ways to make it more meaningful.		

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:	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:		Attention should be given within the building to review and reflect on the school's Compact, in order to increase its effectiveness.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Parent surveys indicate a high level of satisfaction in home-school communications and feel that their thoughts and opinions are valued by school personnel.	

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:		All teachers in the building are expected to prepare weekly newsletters that include ideas for parents' support of their child's learning. The PTA plans and facilitates monthly presentations on topics of interest and value to parents. The building's Homework Expectations are included in the Parent & Student Handbook.	

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) <b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.		RTI,SW
Level of Development or Implementation for this Indicator.		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:		All areas with the exception of physical programming are guided by RTI & PBIS planning. Addressing physical programming adequately would require trained physical education personnel.	

CL10	The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The school culture encourages appropriate supports for all areas.	

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:		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:		Opportunities exist for personnel; however, lack of interest plays a role in this area being fully implemented.	



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:	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:	A high percentage of building personnel work effectively with diverse populations.		

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344) <b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.		SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	The building principal utilizes resources to support initiatives and school improvement work.		

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:	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:	A strong RTI model is in place, allowing for on-going data collection and review. The principal attends most RTI meetings and is aware of building strengths and needs.		

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:	A high percentage of building personnel actively model and foster a positive school climate. PBIS efforts, in addition to SEL initiatives, help cultivate a positive environment.	

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)		
Level of Development or Implementation for this Indicator.	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 the principal attempts to foster a positive school climate, a few staff members have expressed unhappiness with particular building processes and procedures.		

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Significant effort has been put into creating a positive learning environment for Yankee Ridge students. Parents will continue to be encouraged to share feedback in order to continue improvement in this area.		

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:	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:	Both district and building professional development activities encourage growth in these areas. Staff have been receptive to participating in learning activities that improve skills in these areas.		

CL9	<p>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)</p> <p><b>Title I Expectations:</b> Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</p>	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:	Although most staff are both aware of and generally comfortable accepting Learning Supports, many do not typically seek them out for assistance.	

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL15	All teachers will 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)		Mary Beth Norris	03/31/2015	3	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Staff will put deliberate efforts into establishing positive rapport with parents in order to promote open and active communication regarding the competencies listed in CL15: 1) The building principal (or a designee) will provide building tours to new families that request them. 2) Classroom/teacher "previews" will be arranged for children/families with special circumstances. 3) All certified staff will be expected to attend Back to School Family Night in August. 4) Teachers will plan activities for Invite a Friend to Lunch Days, inviting "friends"/parents/family members into the classrooms before joining their student. 5) Support staff will greet family members and other visitors as they arrive for Invite a Friend to Lunch Days, Walk 'N Roll to School Day, National African American Parent Involvement Day (NAAPID), and assemblies. 6) The building's Family Academic Support & Engagement (FASE) representative will greet families during fall Parent/Teacher Conferences in order to introduce herself and her roles & responsibilities to Yankee Ridge families.	11/11/14- The framework has been established for all of the activities described above. More deliberate planning will be put towards planning activities in order to encourage parents to join in classroom settings.	Mary Beth Norris	
2	A parent-friendly "information sheet" will be developed (or adapted from existing documents) and sent home with each progress report in order to provide a better explanation of the progress report. The sheets will include information about how teachers assess students' progress and how the progress is noted on the standards-based	11/11/14- An information sheet was sent with progress reports in November. More thought will be put towards these sheets once feedback is heard from parents and families. Group conferences have yet to be discussed.	Mary Beth Norris	

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	progress report. Teachers will share similar information during presentations at PTA meetings. Staff will also explore the idea of using group conferences to explain the standards-based progress report to parents.		
3	Staff will provide opportunities for parents to learn how to better support their children's learning by utilizing: 1) Weekly newsletters, class websites, Dojo, and personal notes to share both class & individualized information with parents; 2) Grade level presentations at monthly PTA meetings about content, curriculum, assessment, and progress reports; 3) Support staff presentations at PTA meetings & articles included in the Thoughts newsletter to share instructional/learning strategies; 4) Reading Night & Math Night activities will be developed with the intent that participating parents will gain a better understanding of their child's educational experiences in addition to learning skills for supporting their child's learning at home; and 5) a survey will be sent home to families after 3rd quarter to gain parents' perceptions of the usefulness of home-school communication efforts.	11/11/14- Good progress has been made for items 1-3. Items 4 and 5 have not yet occurred for this school year. As a building we will better define what effective newsletters look like for support staff.	Mary Beth Norris

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) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Mary Beth Norris	05/22/2015	5	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The building's Reading Subcommittee will review grade & building level DIBELS, Fountas & Pinnell, and Discovery Education Assessments (DEA) data following each benchmark assessment period. The	10/8/14- The group agreed that this indicator is only partially achieved at this point. The first subcommittee meeting will occur later this month. The subcommittee will then look at available data	Mary Beth Norris	

	<p>subcommittee will present findings at a Business Faculty Meeting and suggest building-wide actions to strengthen identified skill areas. (For example, ideas for improving reading fluency.) The subcommittee will be responsible for the "follow through" of the building-wide actions.</p>	<p>and determine how best to proceed. 11/11/14- The first subcommittee meetings will occur on 11/17/14.</p>		
2	<p>The building's Math Subcommittee will review grade &amp; building level M-CAP, M-Comp, and Discovery Education Assessments (DEA) data following each benchmark assessment period. The subcommittee will present findings at a Business Faculty Meeting and suggest building-wide actions to strengthen identified skill areas. (For example, posting "Math Words of the Week" outside classrooms.) The subcommittee will be responsible for the "follow through" of the building-wide actions.</p>	<p>10/8/14- The group agreed that this indicator is only partially achieved at this point. The first subcommittee meeting will occur later this month. The subcommittee will then look at available data and determine how best to proceed. 11/11/14- The first subcommittee meetings will occur on 11/17/14.</p>	Mary Beth Norris	
3	<p>The building's PBIS/SEL (Positive Behavior Interventions &amp; Supports/Social Emotional Learning) Subcommittee- AKA the building's PBIS Universal Team- will review the SWIS "Big 6" discipline data monthly, as well as review progress made towards reaching building-wide behavioral incentive goals (i.e. the number of RRS tickets given out to students). The subcommittee will present Big 6 data monthly at Business Faculty Meetings and guide discussions regarding building-wide actions to strengthen identified areas. The subcommittee will also review and analyze Walkthrough data for those items related to PBIS/SEL implementation in the classrooms- and share the specific information with staff during PBIS/SEL presentations. The subcommittee will be responsible for the "follow through" on the building-wide actions. (Note: The building's PBIS Tier 2/3 Team will review Check In Check Out (CICO) data and response rates for Social Academic Instructional Groups (SAIG) on a monthly basis and develop individualized plans, as needed.)</p>	<p>10/8/14- The group agreed that this indicator is only partially achieved at this point. The first subcommittee meeting will occur later this month. The subcommittee will then look at available data and determine how best to proceed. 11/11/14- The first subcommittee meetings will occur on 11/17/14.</p>	Mary Beth Norris	
4	<p>The building's Science Subcommittee will survey teachers to determine building needs re: materials &amp; resources needed to improve instructional practice related to the new Science standards. The subcommittee will research appropriate materials and present findings at a Business Faculty Meeting. The subcommittee will then be responsible for the "follow through" on the decisions made regarding purchases (i.e. filling out requisitions), in</p>	<p>10/8/14- The group agreed that this indicator is only partially achieved at this point. The first subcommittee meeting will occur later this month. The subcommittee will determine how best to proceed with the designated tasks. 11/11/14- The first subcommittee meetings will occur on 11/17/14.</p>	Mary Beth Norris	

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	addition to facilitating discussions re: instructional practice in Science.		
5	The building's Technology Subcommittee will utilize teacher/staff surveys to determine building needs re: training/professional development- and plan and facilitate training- in order for staff to integrate available technology (Promethean Boards, Chromebooks, iPads, etc.) into instructional practice. The subcommittee will review specific items from Walkthrough data to help determine the extent technology is used during instruction (throughout the building). The subcommittee will also plan and facilitate trainings needed for staff to meet building expectations such as keeping class websites updated and addressing technology standards (ex. basic keyboarding skills). The subcommittee will utilize time at Business Faculty Meetings to facilitate discussions and training in the identified areas.	10/8/14- The group agreed that this indicator is only partially achieved at this point. The first subcommittee meeting will occur later this month. The subcommittee will determine how best to proceed with the designated tasks. 11/11/14- The first subcommittee meetings will occur on 11/17/14.	Mary Beth Norris

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF05	Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL	Mary Beth Norris	05/22/2015	3	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Certified staff members will assess their current level of instructional practice, including classroom management and professional behaviors, and complete the Danielson Self-Assessment Tool. PD Cadre members will introduce the tool and provide assistance to staff members for completing it, if needed. Teachers will reassess & complete the Self-Assessment Tool quarterly.	10/8/14- PD Cadre members introduced the Danielson Self-Assessment Tool and staff have completed at least one section. Teachers will continue to work on the self-assessment at least quarterly. 11/11/14- Teachers are expected to regularly self-assess with the intent that the tool will be completed before Summative Assessment in the Spring.	Mary Beth Norris	
2	Teachers will be surveyed about their understanding of particular topics/content related to Balanced Literacy, Bloom's Taxonomy, and	10/8/14- The survey was completed in August and it was determined that writing would be the initial focus for some staff development	Mary Beth Norris	

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	higher order thinking skills. Survey results will be compiled to help determine staff development needs. Professional development activities will be planned and facilitated based on staff members' needs.	activities. Bloom's Taxonomy has been reviewed. Further discussion- and professional development activities related to higher order thinking skills are being developed. 11/11/14- PD plans will be adjusted to continue to focus on these areas throughout the year.		
3	Quick formative assessments, such as "Exit slips", will be utilized to help gauge staff's understanding of content presented during professional development activities.	10/8/14- An exit slip was used during September's PD- and some form will continue to be used at PD activities throughout the year. 11/11/14- Exit slips were again used at the October building level Professional Development.	Mary Beth Norris	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID06 (1057)	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.	SS,SD	Mary Beth Norris	05/11/2015	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Mary Beth Norris	05/22/2015	2	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	At the beginning of the school year, expectations for grade	(11/11/14) All aspects have been met with the exception of Fine Arts	Mary Beth Norris				



## Report Card Data Overview

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

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

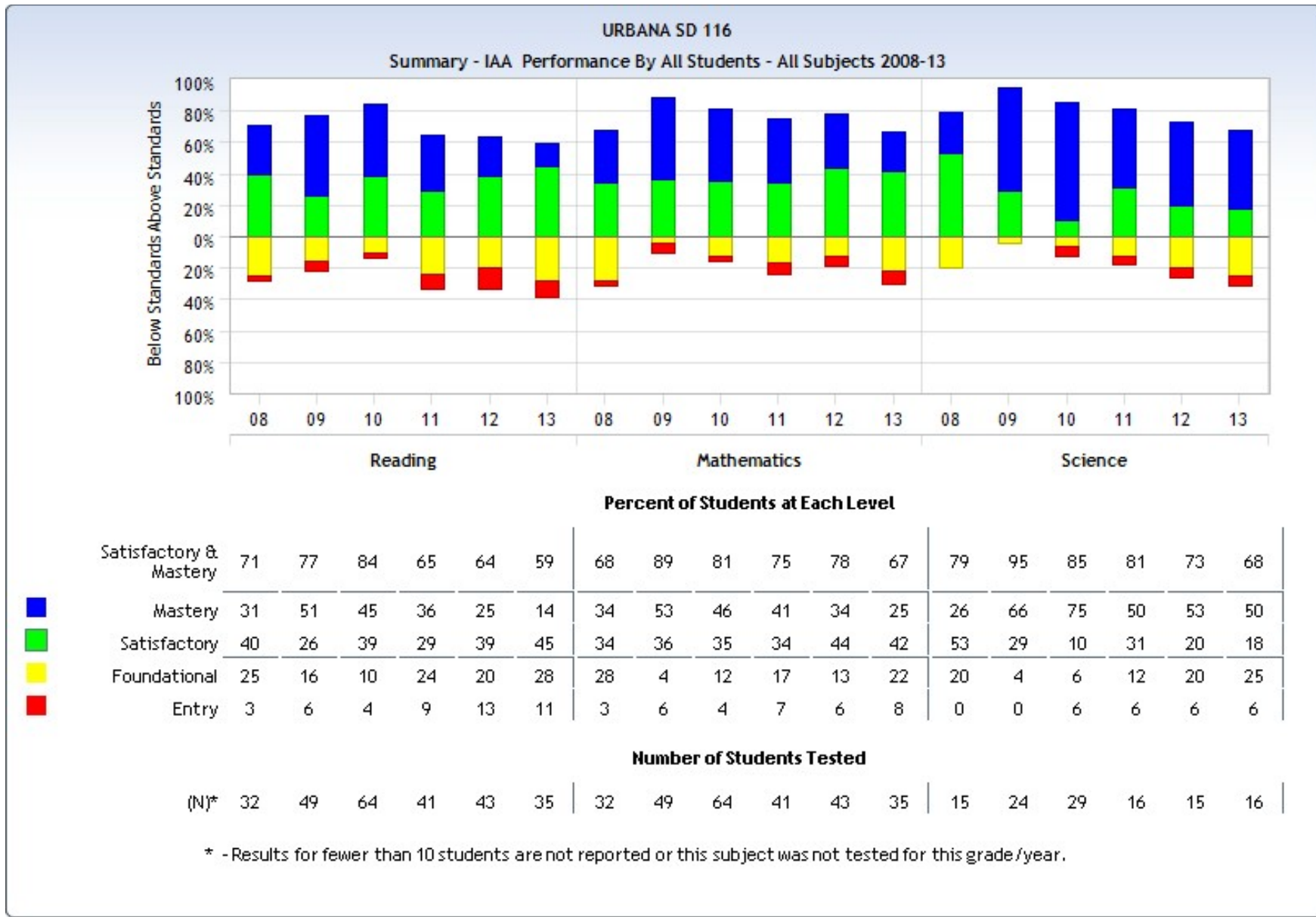
	2008	2009	2010	2011	2012	2013
<b>Reading - ISAT Results</b>						
<b>SubGroups</b>	<b>73.1</b>	<b>61.9</b>	<b>77.6</b>	<b>77.3</b>	<b>76.2</b>	<b>58.2</b>
White	76.3	70.5	79.4	82.3	82.3	70.3
Black	-	33.3	-	58.3	37.5	27
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	18.2	16.7	-
Low Income	54.4	46.5	64.2	60.6	57.5	36
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Mathematics - ISAT Results</b>						
<b>SubGroups</b>	<b>79.9</b>	<b>75.5</b>	<b>82.3</b>	<b>84</b>	<b>77.4</b>	<b>57.6</b>
White	82.8	82.1	92.8	86.5	85.3	71.4
Black	-	53.3	-	75	41.7	24.3
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	45.5	58.3	-
Low Income	61.4	62	71.6	71.2	60	32.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

**ACCESS Results**

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

**IAA Results**



Assessment Data Reading

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

	2008	2009	2010	2011	2012	2013
<b>Grade 3 SubGroups</b>	<b>76.6</b>	<b>58</b>	<b>81.5</b>	<b>75.9</b>	<b>70.9</b>	<b>63</b>
White	78.1	67.7	80.6	81.2	79.4	70.4
Black	-	33.3	-	-	33.3	30.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	18.2	-	-
Low Income	66.7	39.1	71.4	50	50	40
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 4 SubGroups</b>	<b>59.5</b>	<b>63.3</b>	<b>69</b>	<b>80.4</b>	<b>78.4</b>	<b>51.8</b>
White	65.5	73.5	73.3	82.4	81.2	72.7
Black	-	-	-	58.3	-	15.4
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	16.7	-
Low Income	25	44	43.8	65.5	60.9	28.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 5 SubGroups</b>	<b>80</b>	<b>65</b>	<b>80.4</b>	<b>75</b>	<b>79.6</b>	<b>60</b>
White	84.4	70	83.3	83.3	86.7	67.7
Black	-	-	-	-	41.7	36.4
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	65	56.5	69.6	69.2	63	41.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

## Assessment Data Mathematics

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

	2008	2009	2010	2011	2012	2013
<b>Grade 3 SubGroups</b>	<b>87.2</b>	<b>78</b>	<b>85.2</b>	<b>83.3</b>	<b>76.4</b>	<b>53.7</b>
White	90.6	90.3	96.8	84.4	82.4	63
Black	-	53.3	-	-	58.3	7.7
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	45.5	-	-
Low Income	76.2	65.2	71.4	66.7	60	20
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 4 SubGroups</b>	<b>67.6</b>	<b>79.6</b>	<b>76.2</b>	<b>87.5</b>	<b>82</b>	<b>58.9</b>
White	69	88.2	90	88.2	90.3	78.8
Black	-	-	-	75	-	23.1
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	58.3	-
Low Income	50	64	62.5	75.9	60.9	37.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 5 SubGroups</b>	<b>82</b>	<b>67.5</b>	<b>84.3</b>	<b>80</b>	<b>74.1</b>	<b>60</b>
White	87.5	66.7	91.7	86.7	83.3	71
Black	-	-	-	-	25	45.5
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	55	56.5	78.3	69.2	59.3	37.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

School Information

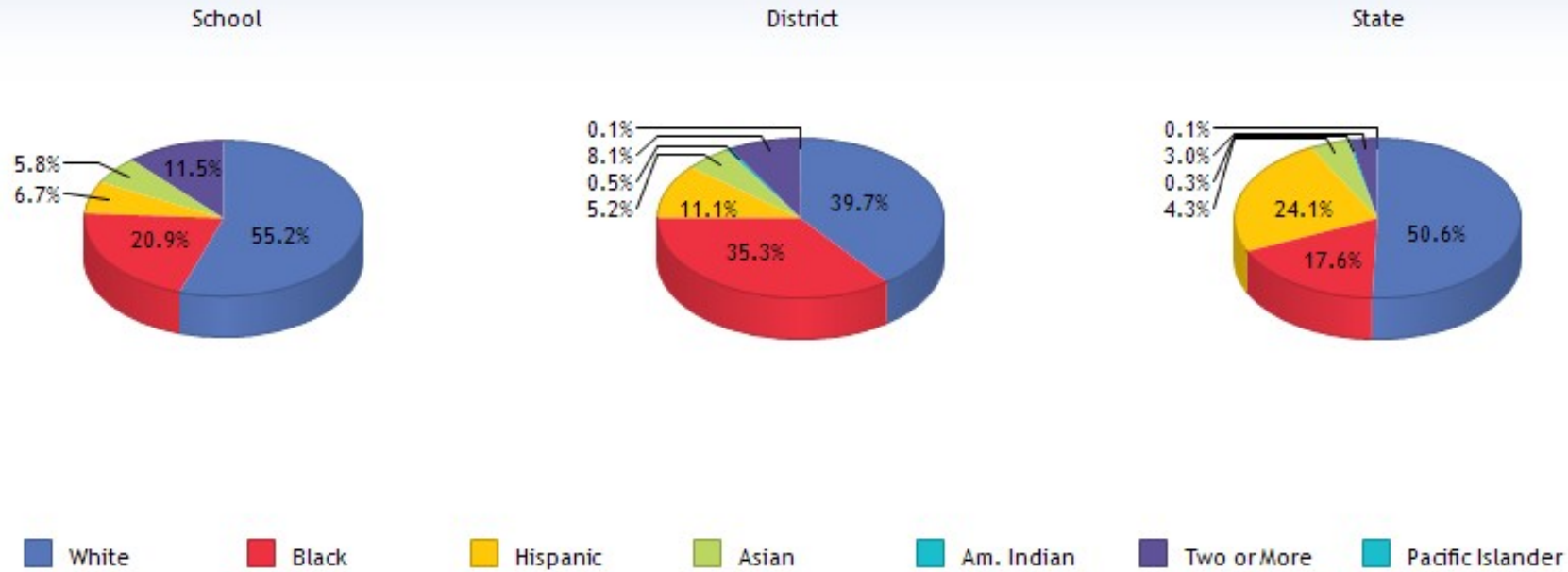
District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	94.4	94.3	93.9	94.8	95.2	94.7	94.8	93.7
Truancy Rate (%)	0.4	2.7	1.7	0.0	0.3	0.3	2.1	5.1
Mobility Rate (%)	17.8	21.0	19.5	18.1	13.0	20.3	22.2	22.1
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	279	301	292	296	316	317	320	330
Low Income (%)	43.4	45.2	43.8	49.0	47.8	47.6	49.1	56.1
Limited English Proficient(LEP)(%)	4.7	3.3	5.5	5.4	5.7	3.8	3.1	1.8
Students with Disabilities (%)	-	-	-	-	18.0	16.7	14.1	15.5
White, non-Hispanic (%)	69.2	70.8	67.8	63.9	65.2	61.5	57.8	55.2
Black, non-Hispanic (%)	16.1	16.6	16.8	20.6	16.5	19.9	23.4	20.9
Hispanic (%)	1.8	3.0	3.1	2.4	2.2	4.7	5.0	6.7
Asian (%)	6.8	6.0	6.2	5.1	6.3	6.9	6.3	5.8
American Indian (%)	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0
Two or More Races (%)	6.1	3.7	6.2	8.1	9.8	6.6	7.5	11.5
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.0	0.0	0.0

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



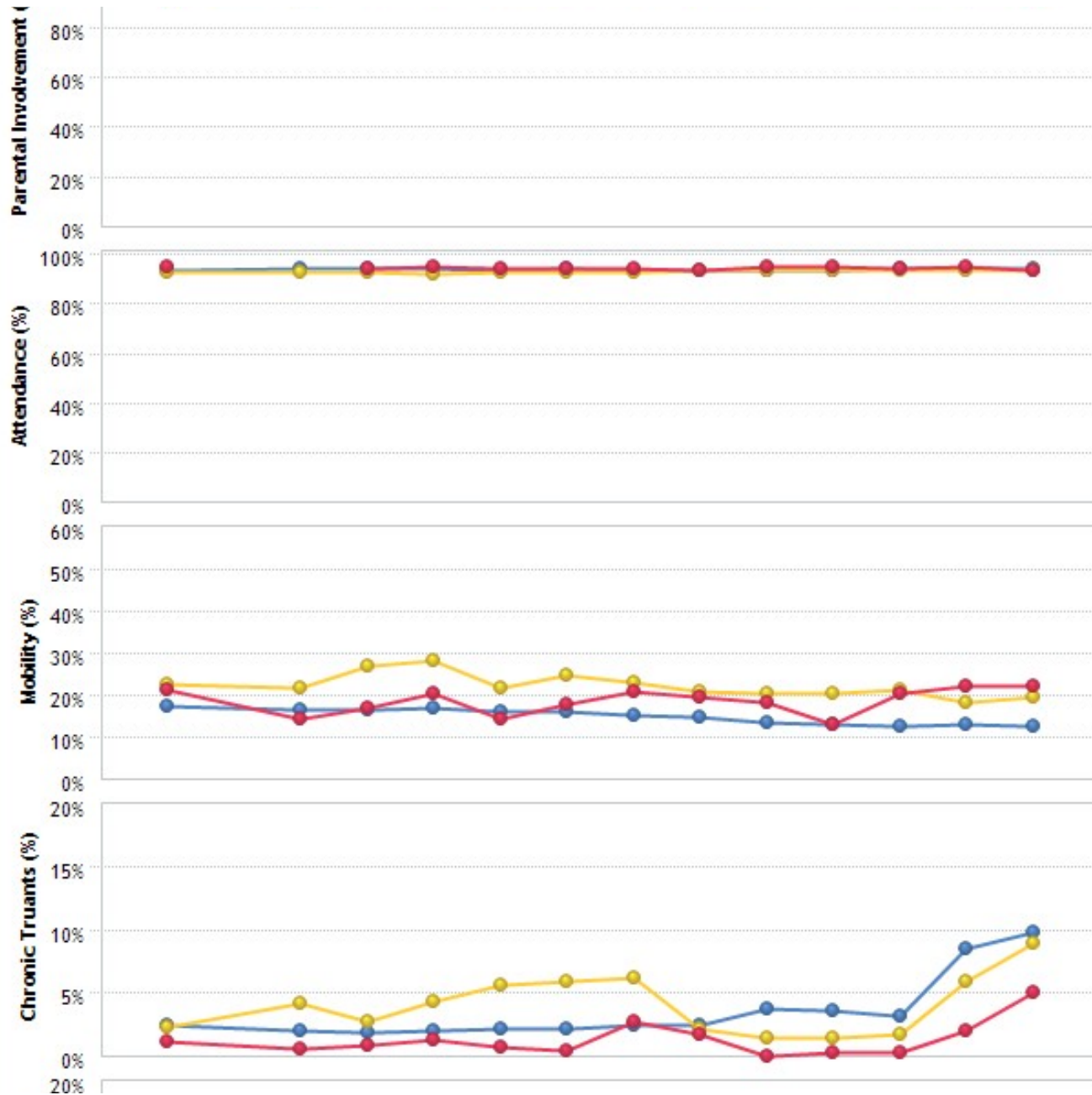
Student Race/Ethnicity

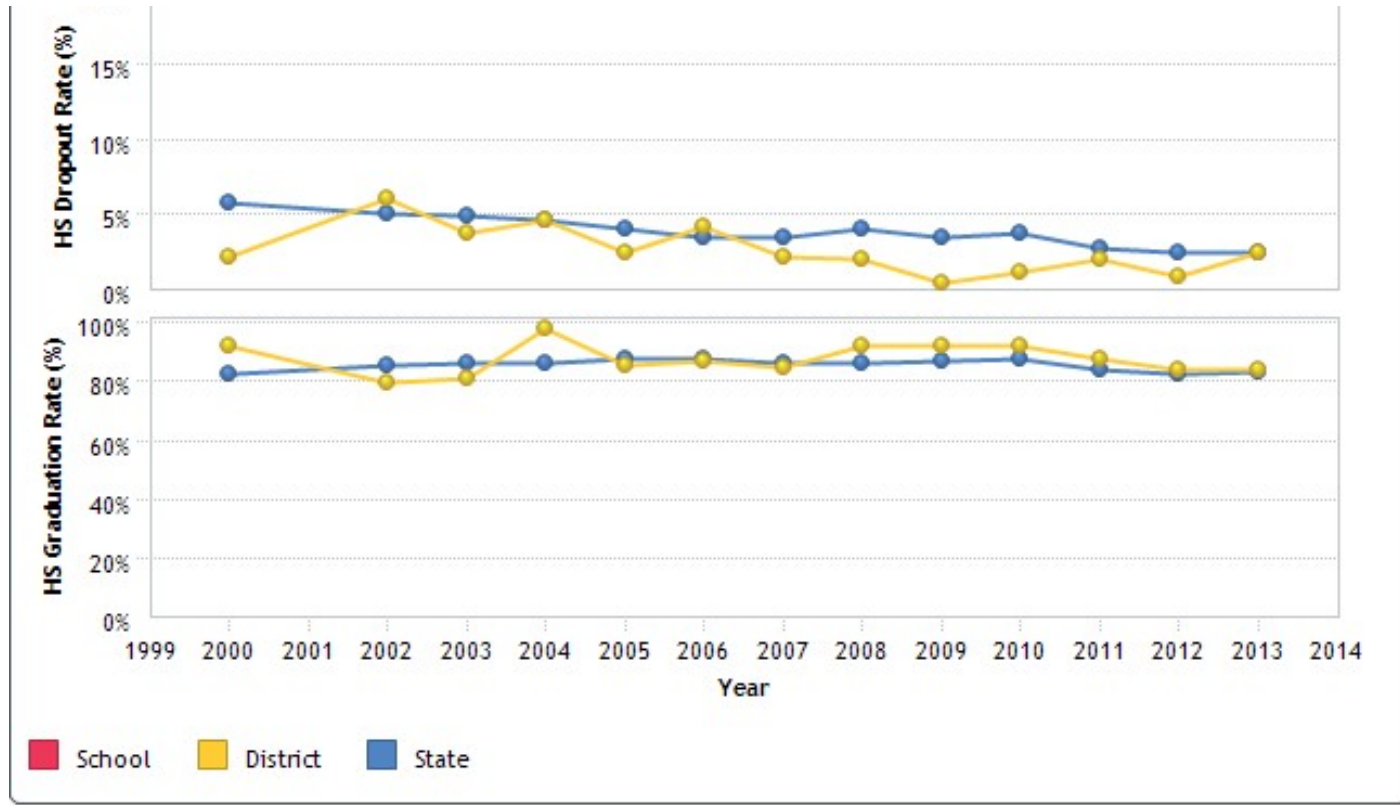
YANKEE RIDGE ELEM SCHOOL-URBANA SD 116  
 Student Characteristics - Race/Ethnicity (2013)



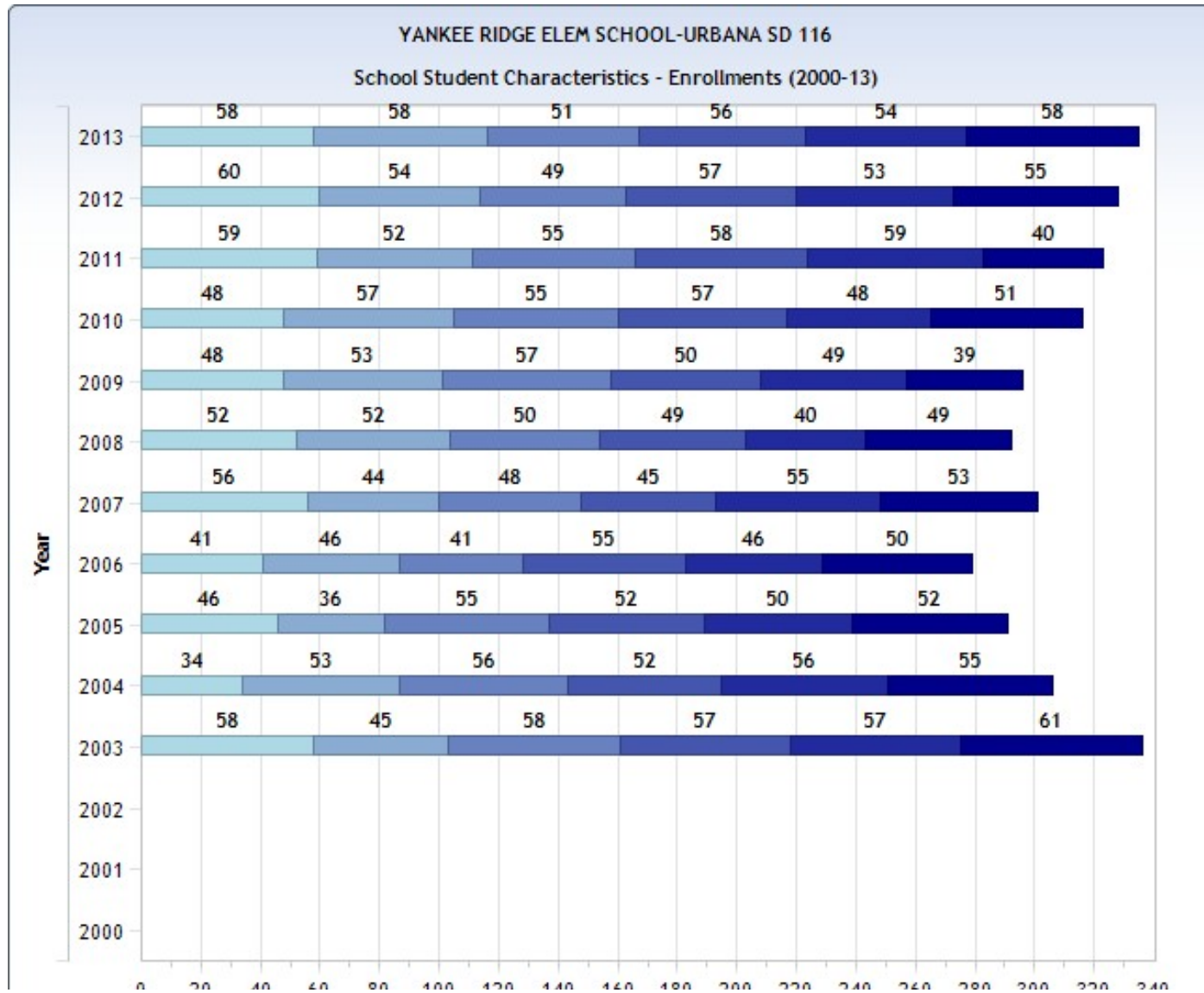
Educational Environment

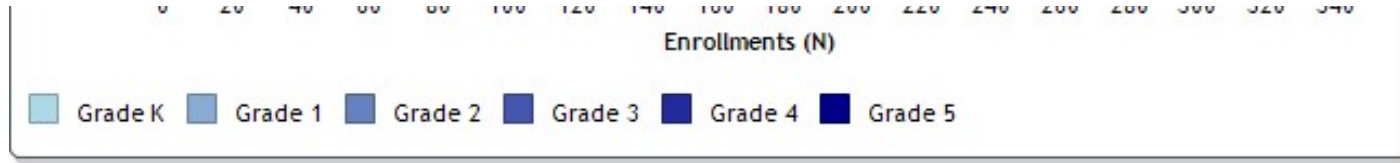




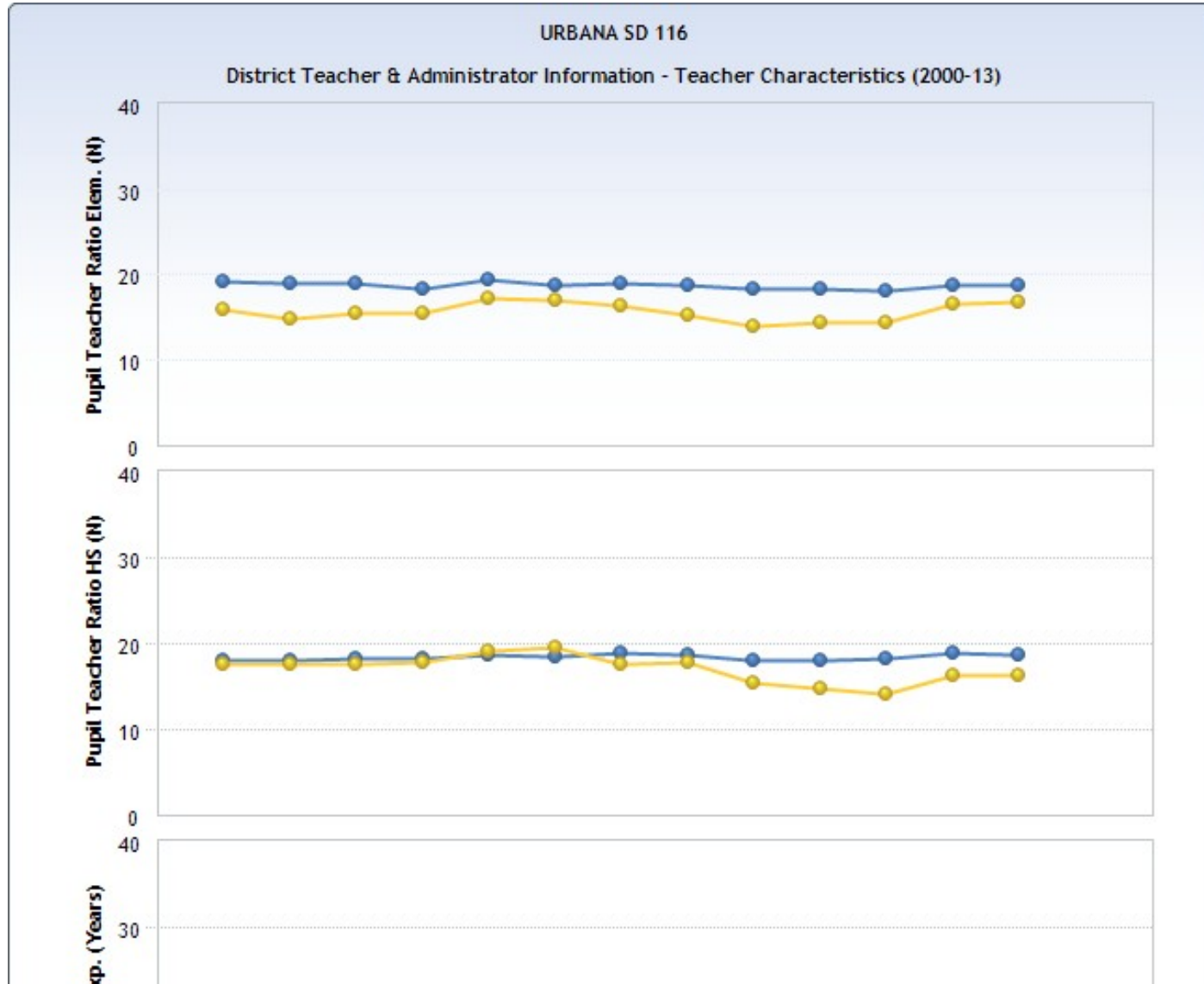


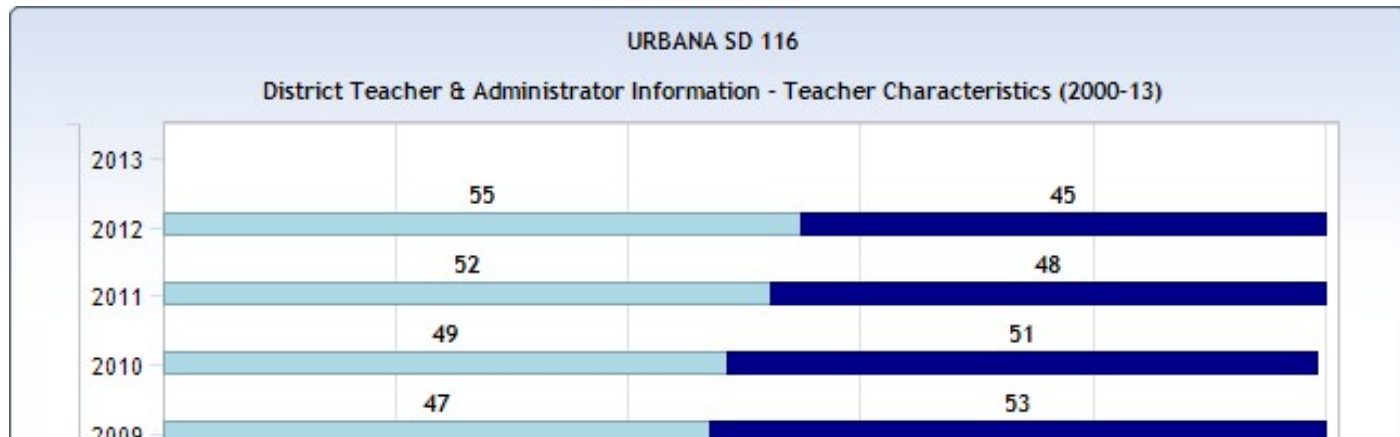
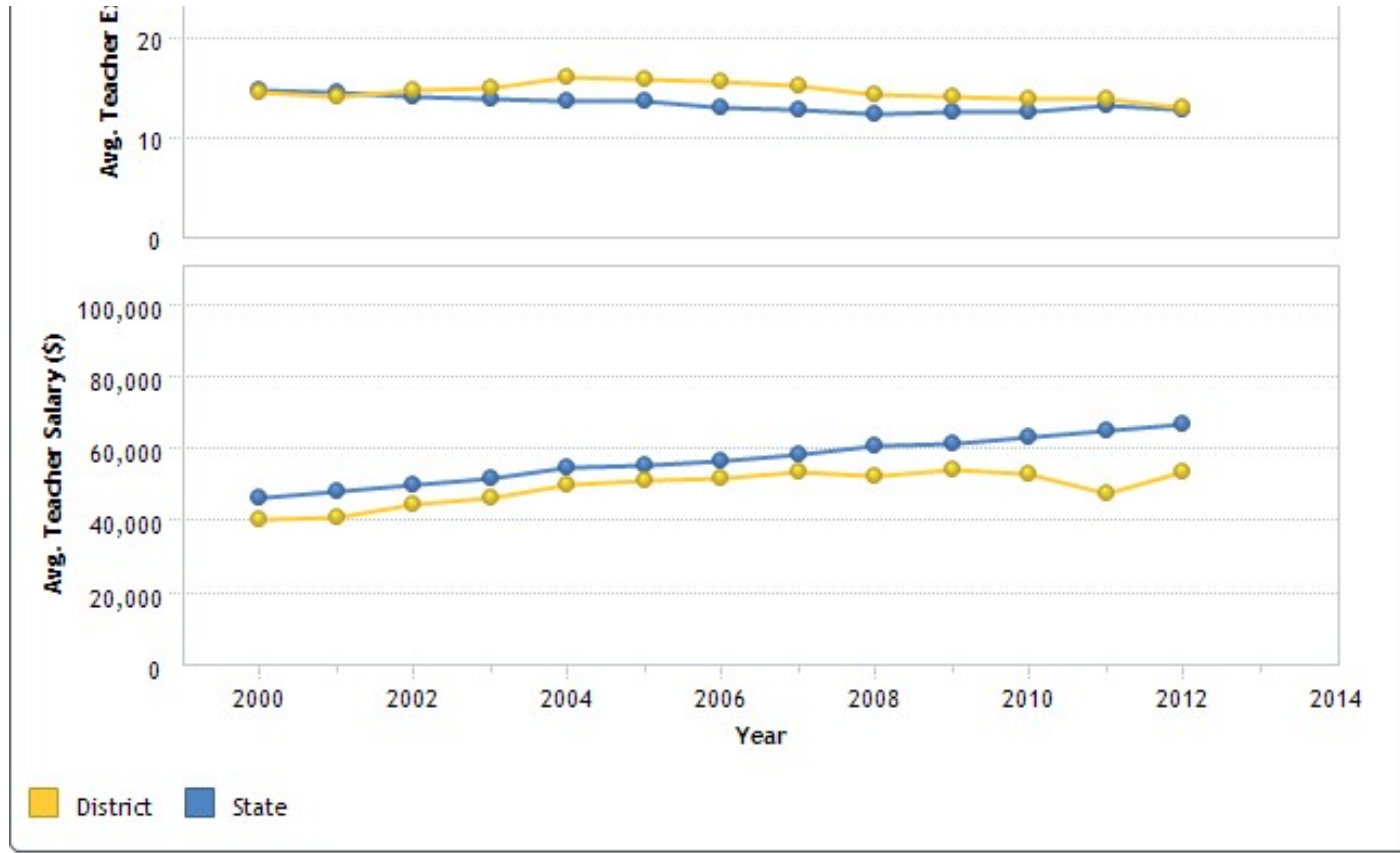
Enrollment Trends



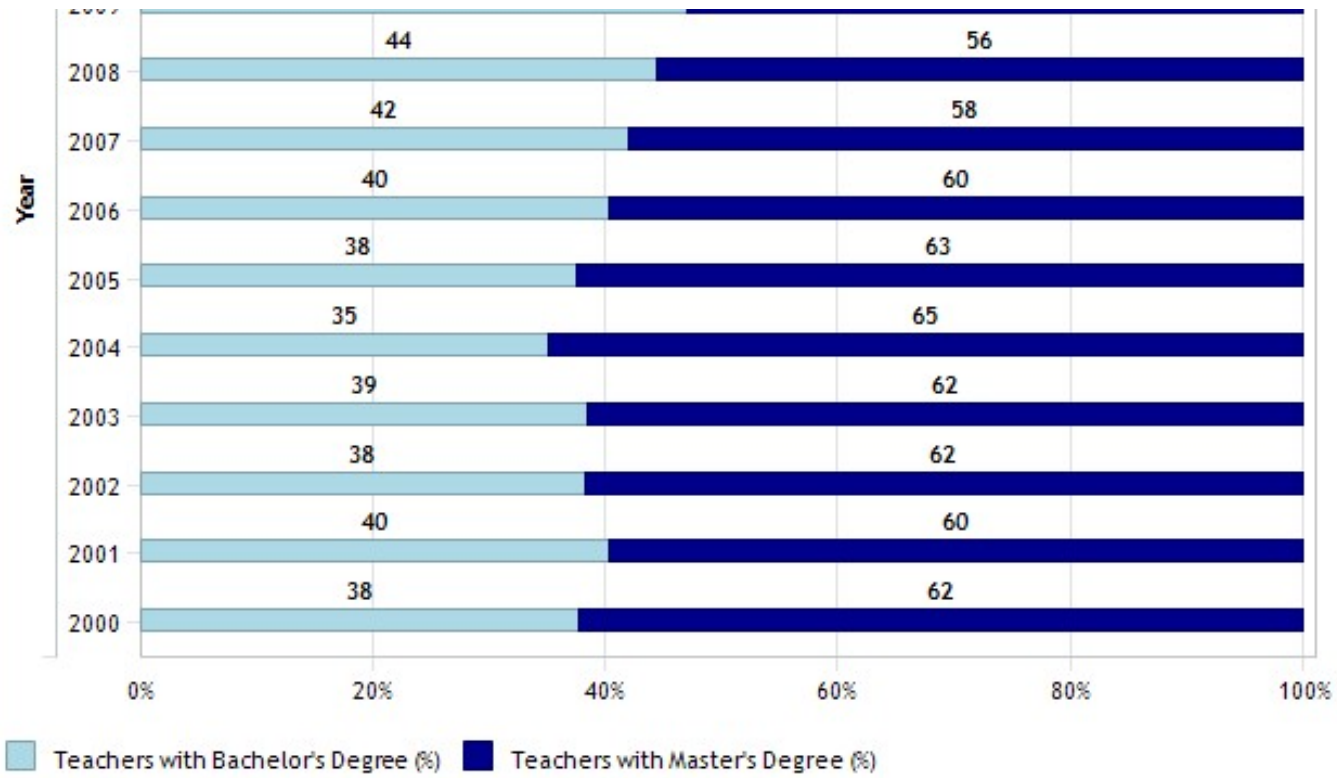


Educator Data









2013 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2013-14 Federal Improvement Status	Choice
Is this School making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Early Warning Status Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	61.8	69.8	No	57.4	64.8	No	93.7	Yes		
White	100.0	Yes	100.0	Yes	72.8	74.0	Yes	69.1	72.7	Yes	94.0			
Economically Disadvantaged	100.0	Yes	100.0	Yes	37.5	48.8	No	26.6	42.6	No	92.4			

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

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

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

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

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

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