

School Data - Contact Information

District Information

District Name:	URBANA SD 116	District Address:	PO BOX 3039
City/State/Zip:	URBANA, IL, 61803 3039	RCDT Number:	090101160220000
Superintendent:	Dr. Donald Owen	Superintendent Email*:	dowen@usd116.org
District Phone:	2173843636 Ext:	District Fax:	

School Information

Name:	URBANA HIGH SCHOOL	Address:	1002 S RACE ST
City/State/Zip:	URBANA, IL, 61801 4957	RCDTS Number:	090101160220001
Principal:	Matthew Stark	Principal Email*:	mstark@usd116.org
Phone:	217384-3505 Ext:	Fax:	

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
Matthew Stark	School Principal	217-384-3505	mstark@usd116.org	Principal	Edit Delete
Laura Taylor	School Principal	217-384-3505	ltaylor@usd116.org		Edit Delete
Michael Lehr	School Process Manager	217-384-3505	mlehr@usd116.org	Teacher	Edit Delete
Natalee bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff	Edit Delete
Ryan Green	School Improvement Team Member	217-384-3505	rgreen@usd116.org	Teacher	Edit Delete
Amy Boscolo	School Improvement Team Member	217-384-3505	aboscolo@usd116.org	Teacher	Edit Delete
Michael Gourley	School Improvement Team Member	217-384-3505	mgourley@usd116.org	Other	Edit Delete
Rachel Moyer	School Improvement Team Member	217-384-3505	rmoyer@usd116.org	Teacher	Edit Delete

Indicator Analysis – Leadership

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)		CL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		We currently have a school structure that lends itself to a climate of trust, respect and collaboration within our PLC. The general atmosphere is proactive and improving in this area. However, not ALL staff members consistently engage in deep, meaningful conversations across all areas of student learning and issues of equity and social justice.	

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The district has a solid new teacher mentoring program to support new teachers, however we struggle with a lack of diversity of the teaching staff. In order to address the problems of the schools in need of improvement in relation to the diverse student body, we need to recruit and retain a more diverse faculty.	

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

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

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal maintains a file of agendas, work products, and minutes of all team meetings and will continue to do so. The principal will explore a centralized location where all stakeholders can view the ongoing agendas and minutes. The staff has started to implement electronic storage of documents through Google Drive.	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have structured our professional learning community around several committees and teams: school improvement team, committee chairs(social justice, curriculum development, literacy, technology, and classroom leadership and support system committees), department chairs, grade level leaders, course team leaders, administrative team, professional development cadre, principal advisory committee, parent/teacher/student association, and the school maintenance team. We will continue to lead through these structures and be open to rethinking committee objectives based on our ongoing school improvement.	

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

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We currently look at school performance data on an ongoing basis, however the way we use the data to have deep, meaningful conversations and to make decisions about school improvement and professional development needs is being developed.		

ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	We currently have common course teams, grade level teams, and departments that meet on a scheduled and regular basis and then they report to administration.		

ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	We currently have instructional course teams that meet on a weekly basis to develop and refine units of instruction and review student learning data. Portfolios of these instructional teams are submitted on a regular basis for review by the administration and to receive feedback.		

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

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

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

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

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

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

Indicator Analysis – Curriculum

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through classroom walkthroughs and individual observations, Professional Development is determined by the data gathered.	
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:	Through classroom walkthroughs and individual observations, Professional Development is determined by the data gathered.	
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through classroom walkthroughs and individual observations, Professional Development is determined by the data gathered. Teachers individually reflect upon data in their own rooms to create individual professional growth plans and goals.	
IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through classroom walkthroughs and individual observations, Professional Development is determined by the data gathered. Teachers individually reflect upon data in their own rooms to create individual professional growth plans and goals.	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through our district's strategic plan and the new evaluation model, data has been gathered to assess the focus of professional development. We will continue to work on formative assessment and differentiated instruction. In addition we will incorporate this into student growth assessment on an individual basis. The entire school is focusing on these areas for school-wide PD this year.	
IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the PD initiatives, teachers collaboratively work with each other to build on strengths and weaknesses.	

Indicator Analysis - Instruction

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently have a variety of course teams and departments that are having the conversations around incorporating these topics into units, but we primarily focused around the academic side of standards. We have to rethink how we design units of instruction in order to include a differentiated core level of instruction that promote these areas.	

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We currently have most of our units aligned to standards, however now with Common Core standards in English and Math, we are in the process of realigning our units of instruction to these new standards. We are also looking at literacy standards across all content areas as we continue to develop our units of instruction.		

IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have units of instruction for most of our core subjects, however not every course has a fully designed unit of instruction that includes objectives and criteria for mastery. This is a work in progress..	

Indicator Analysis – Assessment

CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are working on developing a systematic PBIS framework for addressing physical, social, emotional, behavioral, and cognitive competencies for all teachers and students. This is an ongoing process that we will continue to develop next year.		

CL22	All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are working on developing a systematic PBIS framework for addressing physical, social, emotional, behavioral, and cognitive competencies for all teachers and students. This is an ongoing process that we will continue to develop next year.		

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

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

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

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

IIIA05	All teachers maintain a record of each student’s mastery of specific learning objectives. (1067)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers document student learning through the online gradebook, but we are limited in maintaining a record of meeting learning objectives.	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP, ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are developing in this area and are still developing pre and post assessments that are parallel. We are working on expanding common assessments and aligning to standards. This year we are also measuring student achievement through student growth model data.		

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)		SP, RTI, ELL, SW
	Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are currently focusing PD on differentiated instruction for PD. We have an ongoing need to continue to develop as teachers as we differentiate on an individual basis. We have limited implementation related to pretesting in order to identify where each individual student is at on the specific unit of study. We have also expanded our data collection through student growth model data.		

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

Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.
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IIIA09	All teachers clearly state the lesson’s topic, theme, and objectives. (1071)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day. The lesson plan format is: objective, activities, assessment, and supplies/materials.
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IIIA10	All teachers stimulate interest in the topics. (1072)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.
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IIIA11	All teachers use modeling, demonstration, and graphics. (1073)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.
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IIIA13	All teachers explain directly and thoroughly. (1075)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day.
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IIIA14	All teachers maintain eye contact. (1076)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	As part of the observation and evaluation process, eye contact is monitored by evaluators.
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IIIA15	All teachers speak with expression and use a variety of vocal tones. (1077)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and observation process, all teachers are monitored for their expression and vocal tones.
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IIIA16	All teachers use prompting/cueing. (1078)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and observation process, all teachers are monitored for their use of prompting/cueing.
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IIIA17	All teachers re-teach when necessary. (1079)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day. Evaluators ensure that teachers are re-teaching when necessary.
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IIIA18	All teachers review with drilling/class recitation. (1080)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.
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IIIA19	All teachers review with questioning. (1081)	
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Level of Development or Implementation for this Indicator.	Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review.
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IIIA20	All teachers summarize key concepts. (1082)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are aligned to to standards and that each lesson is building off of the previous day and build in time for review and summarizing key concepts.	

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

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

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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

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

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

IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (1158)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of the evaluation and supervision process, all teachers are expected to interact managerially with students.	

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

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

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (1166)		
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		We are systematically working at creating opportunities for formative assessment to drive assessment, grading, and instruction. We are having beginning conversations around standards based grading.	

IIIB01	All teachers maintain a file of communication with parents. (1167)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		All teachers maintain parent contact logs and submit them regularly.	

IIIB02	All teachers regularly assign homework (4 or more days a week). (1168)		
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	

Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Not all teachers regularly assign homework 4 or more days a week, it varies from teacher to teacher.	

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

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

IIIC04 Students raise hands or otherwise signal before speaking. (1101)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, all students are expected to raise hands or otherwise signal before speaking.	

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

IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103)		
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, all teachers are expected to maintain well-organized student learning materials.

IIIC08	All teachers display classroom rules and procedures in the classroom. (1105)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, all teachers display rules and procedures. We have implemented a school wide expectation matrix titled ROAR: responsibility, on task, attitude, respect.	

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

IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (1107)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As part of our observation and evaluation process, all teachers are expected to reinforce rules and procedures by positively teaching them through ROAR.	

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

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)		SC
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they are demonstrating content knowledge necessary to challenge and motivate students to high levels of learning.		

TL2	All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331) Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.		CL, SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All teachers submit lesson plans to their evaluators on a continuous bases to be monitored and to provide feedback to each teacher. Lesson plans are checked to be ensured that they establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels.		

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

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

Indicator Analysis - Professional Development

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We have made commitments in this area through personal and financial supports. Specifically, job embedded professional development (i.e. instructional sharing days, professional development, team leader retreats, administration collecting formative assessment binders, and PLC time amongst staff members). Common final exams have existed for three years. We are still in the initial phases of the development of pre-assessments and alignment to common core standards, more time needs to be dedicated to this indicator.		

IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (1049)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We have made commitments in this area through personal and financial supports. Specifically, job embedded professional development (i.e. instructional sharing days, professional development, team leader retreats, administration collecting formative assessment binders, and PLC time amongst staff members). Common final exams have existed for three years. We are still in the initial phases of the development of pre-assessments and alignment to common core standards, more time needs to be dedicated to this indicator.		

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Instructional teams currently examine post-test results. Grade level teams review DEA data. Instructional teams are looking at formative assessment results on a weekly basis. However, instructional teams need to continue to work on pre-assessments.	

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

IIB05	All teachers re-teach based on post-test results. (1052)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	There is some of evidence of this taking place within classrooms. Course teams identify skills that are continually reinforced throughout the year to help prepare students for the summative assessment.		

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)		SC
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	The school currently uses DEA assessments to determine progress towards standards-based objectives.		

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The school currently uses DEA assessments to determine progress towards standards-based objectives. Results are immediately available to teachers and administrators.	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We maintain all data on our Skyward system and our individual cumulative records. We will continue to store data in this central database and use it effectively.	

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

IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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

IID09	Instructional Teams use student learning data to plan instruction. (1060)	SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Instructional data teams use DEA and formative assessment data to improve and plan instruction to respond to the needs of students.	

IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061)	RTI,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are currently re-working our system of supports to create an asset-based RTI framework based on student data.	

IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are currently re-working our system of supports to create an asset-based RTI framework based on student data.	

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently have a policy related to turning in late work and to not grading on behavior. We do not have anything specific/explicit to homework, but we have policies that are part of homework.	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have several committees (Social Justice, CLASS, etc.) who are having conversations about better ways of two-way communication and collaboration with families and the community. We also have 9th and 10th grade teams that work to wrap around students and provide updates to families. WE have special education case managers who work with families for IEPs and other supports. However, we need to systematically approach family engagement in a more collaborative way, instead of just reporting progress. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach.	

CL6	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We need to systematically approach family engagement in a more collaborative way, instead of just reporting progress. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach. How can we include families in the school governance in a more systematic way other than participating in school events?	

IE13	The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have several leadership committees that work to provide leadership and guidance around school progress and improvement with staff. However, we need to systematically approach students and families in a more collaborative way in the leadership structures. Because this is a high priority, we need to be specific/explicit in regards to how we work with the diverse student and family populations we serve (racially, linguistically, SES). How can we critically reflect on our practice to ensure we are creating a more responsive school culture where all students and families are welcomed and included in a collaborative approach. We have several student clubs and the PTSA, but we have not been effective in including all stakeholders in the school improvement process.	

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
Index:	4	(Priority Score x Opportunity Score)

Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At this time we do not systematically report students' mastery of standards-based objectives.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We currently have a student and parent guidebook, as well as a faculty handbook, but we do not have a document that aligns the expectations of all parties together.		

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Although we do not have a compact that meets all the requirements, what we do have (Student/Parent guidebook and teacher handbook) is annually distributed.		

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	We currently have many opportunities for caregivers to have ongoing conversations and opportunities to be involved in the school (parent committees, principal advisory committee, social justice committee), however we need to continue to improve upon this initiative. we are also reviewing all communication for ways to improve.
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IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently communicate with families on a limited basis about the expectations of them and the expectations of us in our collaborative relationship for student learning.	

Indicator Analysis – Conditions for Learning

CL1	The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	RTI,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are currently at the beginning stages of developing a systemwide Response to Intervention framework (Academically and Behaviorally) at UHS. We have developed Tier 1 teams to meet twice a month to begin planning and developing this framework. We are developing the school culture/climate for a well implemented PBIS framework.	

CL10	The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are in the process of developing and improving our PBIS framework to create a school culture that promotes and supports skill development and engagement of students.	

CL11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At this time we would like to collect further data from the faculty and staff to determine the current level of implementation.	

CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently have systems and initiatives in place to address issues of equity and social justice, however we need to continue to work systematically to address issues of misrepresentation of students of color in AP/Special Education/Discipline referrals through systemwide staff development, policy analyses, and school improvement initiatives.	

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

CL3	School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)		SD,RTI
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	We are monitoring and evaluating the implementation and success of our learning support programming through informal and formal observations, surveys, grade analyses, etc. We will continue to focus on this initiative to modify these support in an ongoing manner.
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CL4	All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently have a variety of structures in place that are working at addressing this indicator through our school improvement framework: CLASS committee, social justice committee, new teacher mentoring, PBIS and SEL committees, academic teams, instructional sharing days, formative assessment portfolios, instructional coaches, etc. However, it is a highly priority to work systematically so that ALL students feel valued and are challenged to be engaged and grow cognitively. Additionally, we do not use enough student feedback (current and past students) in these committees through surveys, interviews, etc.	

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are in the process of improving how we incorporate aspects of PBIS into the school culture and climate for the staff.	

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Principal welcome letter, student team welcome letters, skyward online grade book for parent access, translated school signs into Spanish, and parent nights, etc., are offered. In addition we have reworked open house, started a Twitter account, and added Latino Night to better connect with families.	

CL8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)		RTI
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We are currently focusing our professional development framework in the school around formative assessment. Next year we are systematically addressing differentiation through our staff development framework and initiatives.		

CL9	All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350) Title I Expectations: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.		SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	We currently have instructional coaches who work with teachers on job-embedded professional development, we also have dedicated instructional sharing days where teachers collaborate around common course teams. The culture of our school allows for teachers to invite valid and reliable Learning Supports.		

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL1	The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	RTI,SW	Matthew Stark	05/30/2014	4	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	TIER ONE UNIVERSAL ACADEMIC AND BEHAVIORAL SUPPORTS: 9th and 10th grade teams and the support services department will use the new RtI data chart to collect and monitor data to identify academic and/or behavioral interventions for students who are struggling.	All team leaders completed the first round of RTI data collection by the end of the first quarter. They have shared this data with the support services department and the administrative team via Google Drive.	Travis Courson				
2	TIER TWO and TIER THREE ACADEMIC SUPPORTS: Create a new support structure for ALS and Study Support in order to offer flexible and stackable supports to better meet the needs of students who are struggling.	Mr. Stark has met with the administrative team, instructional coaches, department chairs, study support teachers, and the math and English departments to discuss proposed changes to ALS and Study Support. Mr. Stark and Mr. Gourley have also met with the science department to discuss linking science classes to a specific lunch period to provide students are struggling with additional support from their actual science teacher. The math and English departments are currently working on criteria for placement into a math and/or English block. Mr. Stark is working with the instructional coaches to collect and review ALS data.	Matthew Stark				
3	TIER TWO and TIER THREE BEHAVIORAL SUPPORTS: Create an advocate program to monitor academic and behavioral progress of struggling juniors and seniors. These teams will work with support services and the administration to identify appropriate supports for these students (Minority Enrichment Program, Study Center, etc.).	Mr. Courson is working with Mr. Waller to develop an advocate program for juniors and seniors who are struggling. He is also working with Rashidah Salaam to support PBIS initiatives.	Travis Courson				
4	TIER TWO and TIER THREE ACADEMIC SUPPORTS: Expand credit		Michael Gourley				

<p>recovery opportunities for students with multiple failures (9th-12th). Working with more freshmen and sophomores in this program has the potential to prevent these students from becoming at-risk of not graduating. Require juniors and seniors who are behind in credits to attend an 8th period study support class in order to support them through the credit recovery process/program. Increase the number of APEX licenses from 30 to 50 in order to include credit recovery opportunities for students at all grades.</p>			
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL12	All school personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)			05/23/2014	4	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Leadership team will analyze data and feedback from research team who studied the effectiveness of SIP for social justice in order to set goals for the school year.	Have created ongoing meetings for principal, administrative team, and instructional coaches to build capacity.	Matthew Stark	08/07/2013
2	Leadership team will analyze student feedback from the Social Justice class and meet with student leaders to discuss their recommendations.	Have met on a few occasions and have worked to adjust data tracking and reworked policies to address concerns.	Mathew Stark	09/27/2013
3	Leadership team will monitor progress related to goals set throughout the year in relation to working effectively and equitably with racially, culturally, linguistically, and economically diverse students in order to achieve the desired outcomes explained previously.	Training has started and is ongoing with administration, deans, instructional coaches, and additional personnel.	Matt Stark	
4	The Leadership team will constantly use the SIP for monitoring progress towards stated goals.		Mathew Stark	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW		05/01/2014	6	16.67%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Department Chairs will work through formative assessment data, standardize test data (if available), and feedback from classroom observations to continually assess professional needs of their department.			Matthew Stark			
2	Provide planning time for Coaches/Department Chairs to share common data improvements in reading/math. This information could help drive Wednesday conversation and possible changes to ALS (Academic Learning Support) and study support.	Math,English and science departments, instructional coaches, administrative team discussed and planned for changes to ALS and study support for the 2014-15 school year. Some piloting of strategies in the spring of 2014 is being implemented.		Mike Lehr	11/01/2013		
3	Implement a school-wide focus on disciplinary literacy and evidence-based writing with support from Program Council, instructional coaches, and department chairs.			Michael Gourley			
4	Instructional Coaches and Teams will use DEA and classroom performance data to identify students with specific needs and will place them in ALS (Academic Learning Support) and study supports based on needs.			Mike Lehr			
5	Administrative team and deans will review discipline and attendance data as well as gather input from the CLASS Classroom Leadership And Support System) committee to assess equity. PBIS strategies and RTI information will be used to assist in addressing needs.			Travis Courson			
6	Strategies on application of ROAR (Respect, On-Task Attitude, Responsible) in a more consistent way across classes. Administrative team, deans, and instructional coaches will actively participate in cultural responsive training.			Travis Courson			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB04	Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL		05/30/2014	5	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	a) Provide access to materials and technologies required as accommodations as well as time during the school day for teachers to meet with and/or co-teach with specifically certified/trained co-teachers in order to discuss student assets when planning instruction and assessments for all students including ELL and students with IEP and 504 plans.		Michael Gourley	
2	b) Teachers cultivate and maintain relationships with all students and families that serve as informal assessments of student needs and goals. The help manual and teacher-to-teacher mentoring provided through CLASS committee will be integral to meeting this goal, as will the voluntary mediation program, and the restructuring of Teams/Study Support/ALS. Once teachers understand the importance of cultivating these relationships, the school must provide a framework (time/space) for maintaining them. Evidence of implementation will come partially from the Danielson teacher-evaluation system, the instructional assessment data collected and student growth data.	Currently researching the idea of a homeroom period to meet this need and to standardize contact time.	Michael Gourley	
3	a) DEA data will continue to be collected in all Math and English classes. Teachers will need time for reflection on DEA data through Teams and course teams, and coaches will be needed to interpret DEA data with teachers and their students. Course teams will also need to plan DI based on DEA results. Evidence of implementation will come partially from the Danielson teacher-evaluation system,		Michael Gourley	

	evaluation of core course formative assessment binders and student growth data.			
4	b) Formative and summative assessments that are differentiated will be created by teachers and course teams. Teachers will require exemplars, coaching, and time with their course teams. Evidence of implementation will come partially from the Danielson teacher-evaluation system, evaluation of core course formative assessment binders and student growth data.	Common Assessments for courses and are being assessed to meet the objectives of this task.	Michael Gourley	
5	Provide teachers with training on differentiation strategies during professional development time. Evidence of implementation will come partially from the Danielson teacher-evaluation system, IEP data, instructional assessment data collected and student growth data.		Michael Lehr	