

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:	WILEY ELEMENTARY SCHOOL	Address:	1602 S ANDERSON ST
City/State/Zip:	URBANA, IL, 61801 5113	RCDTS Number:	090101160222013
Principal:	Barbara Sartain	Principal Email*:	bsartain@usd116.org
Phone:	217-384-3670 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
Barb Sartain	School Principal	2173843670	bsartain@usd116.org		Edit Delete
Alexander Valencic	School Process Manager	2173843670	avalencic@usd116.org	Teacher	Edit Delete
Natalee bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff	Edit Delete
Donald Owen	School Improvement Team Member	2173843651	dowen@usd116.org	Superintendent	Edit Delete
Tara Olsen	School Improvement Team Member	217-384-3670	tolsen@usd116.org	Teacher	Edit Delete
Marcia Richards	School Improvement Team Member	2173843670	mrichards@usd116.org	Teacher	Edit Delete
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Linda Patterson	School Improvement Team Member	2173843670	lpatterson@usd116.org	Teacher	Edit Delete

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Amanda Rutledge	School Improvement Team Member	2173843670	arutledge@usd116.org	Teacher	Edit Delete
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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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Staff members strive to reflect a "Culture of Candor" in their interactions with one another within the school. When there is a breakdown in the system, staff members feel comfortable addressing concerns with one another and seeking problem-solving solutions. During weekly staff meetings, partner meetings, collaboration, RtI meetings, and other meetings, staff members focus on establishing and following group norms that promote growth and respect. Staff members will continue to work together to make all interactions more efficient through structured norms, expectations, and positive communication.	
IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3 (Priority Score x Opportunity Score)	
Priority Score:	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:	All buildings within the district have Title I reading teachers to provide support for students performing below grade level expectations. The Central Office has curriculum specialists that support all elementary school teachers and staff. More personnel are needed to competently address the problems of school, such as Title I math teachers, library clerks, assistant principals, teacher aides, physical education teachers, and lunch/recess supervisors. Commensurately, existing teachers need team time internal to the school day to competently address the challenges presented in their classrooms.	
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:	2011-2012 School Improvement Plan identifies various teams, such as School Improvement Team, Title I Team, Grade-Level Partners, Problem Solving/Response to Intervention, Positive Behavior Interventions and Support/Social-Emotional Learning, and other committees and teams. School Improvement Plan serves as a basis for decisions relating to allocating resources, developing targeted professional training, and making instructional decisions.
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ID02	All teams have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.	SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	All teams have protocols established for setting agendas, keeping minutes, staying focused, and following through with plans. Because of the small size of many of our school teams, statements of purpose have been established in less formal ways through verbal communication among team members. Over time, teams will be able to develop written statements of purpose.	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All agendas, work products, problem solving team meetings, grade-level partner meetings, staff development workshops, and other activities within the school are maintained by the principal and made accessible to staff members.	

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:	A School Improvement Team that included classroom teachers, administrators, Title I teachers, and other support staff has met regularly to discuss the School Improvement Plan. With the implementation of the Rising Star program, we have added a new parent to the Leadership Team this year to help further family engagement. The Leadership Team will plan on meeting twice a month through the academic year.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)		SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The current school team structure allows various team leaders to report to faculty and staff on progress of specific team goals. The Leadership Team will be responsible for communicating information related to the Rising Star School Improvement Plan, while continuing to allow other team leaders to report on the work that they do within their areas of responsibility, such as the Positive Behavior Interventions and Support team.		

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)		SS,SW
	Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		
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 school and district are responding to new changes in federal and state policies for evaluating teacher, staff, and student performance. The USD 116 staff contract was negotiated with these changes in mind. Our Leadership Team will continue to review emerging requirements as policies are adjusted and implement them as they arise. At present, the Leadership Team reviews walk-through data, staff development workshops on formative assessment, progress report revisions, student assessment data, and the district Strategic Plan. Two staff members have been trained in the new professional evaluation model. The staff has been reviewing student data during team meetings.		

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:	Teachers are organized into grade-level Instructional Teams that allow opportunity for collaboration and support. Teachers are also partnered with support staff by grade level for the purpose of monitoring student progress and develop strategies for student learning objectives. All teachers also participate in district-wide grade-level instructional team planning meetings. These meetings are currently focused on formative assessment, progress monitoring, and fully adopting the Common Core State Standards.
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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:	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:	Instructional Teams meet once a month during staff meeting time to develop and refine units of instruction and review student learning data. Grade-level partner meetings are held every third week per general classroom teacher. These meetings are also used to review student learning data and determine tiered interventions for specific students. This area is in crucial need of additional time for instructional teams to meet more regularly during school hours to better collaborate, plan for instruction, and respond to student progress.	

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 participates in all of the school's teams, including grade level teams, partner teams, RTI, Title 1, Art Infusion, Community Partnerships Team, Rising Star, PBIS, Chancellor's Academy, PTA, Extended Day Learning, as well as various committees.	

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 principal leads regular staff development workshops that focus on improving instruction based on best practices. Examples include staff meetings, grade-level partner meetings, and grade-level workshops. The teachers regularly refer to district Curriculum Guides aligned to the Common Core State Standards when meeting and discussing student learning outcomes. The principal has guided the development of formative assessments and tracking student data for all areas, including core content, social/emotional learning, benchmarks, and ISAT testing results.		

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 principal performs a minimum of six "walk-through" observations for each classroom each semester. Non-tenured teachers are formally observed once a quarter, and tenured teachers are formally observed once a semester every other year. She also monitors all benchmark results, specific to grade-level for both academic and social/emotional learning.		

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:	1	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The principal spends a large percentage of her time working directly with teachers and that contact varies day to day. The need to support children and to conduct the operational duties of running an elementary school make it challenging to spend 50% of the day with teacher contact. It would be helpful if an assistant principal were partnered with the principal. Another way to structure time to work with teachers directly would be to add team time to the internal elementary school day.		

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:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The principal and the school staff have been involved in professional development regarding sound best teaching practices, particularly in the area of formative assessment. She and the staff are learning how to differentiate instruction based on the progress monitoring facilitated by ongoing assessment.		

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 encouragement to staff and models a positive attitude. She celebrates students meeting and exceeding school expectations through announcements on the intercom, assemblies, parades, all school activities such as Coyote College, walk-a-thon, district website articles, PTA newsletter, e-newsletter announcements, the daily bulletin, and working with media such as the television and radio.

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:	Teachers use classroom data to determine specific professional development workshops they may attend to help students improve. Data is presented at staff meetings, such as PBIS evaluations and ISAT scores. Teachers have participated in professional development to increase the effectiveness of teaching executive functioning skills, rather than assuming students are choosing to misbehave or be disorganized. Within the building, there are staff members who take on leadership roles to guide colleagues in preparing for and applying Learning Supports.		

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:	As a fully-implemented PBIS school, teachers have time during weekly staff meetings and periodic inservice workshops to examine classroom data relating to academic, social, emotional, and behavioral expectations and standards. Additionally, teachers meet in regular problem-solving meetings with support staff that utilizes the three-tier RtI approach. In regular classrooms, teachers teach universal expectations and provide differentiated response to individual needs. The curriculum includes Social and Emotional Learning which is addressed in class meetings and is integrated throughout the day.		

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:	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:	As a result of recent changes in learning standards through the Common Core State Standards, standards-based assessments, and creating and using formative assessments, professional development for teachers is currently focused on developing the skill sets necessary to demonstrate mastery of the indicators of effective teaching. There are opportunities for self-assessment in some professional development workshops, such as New Teacher Mentoring and working with the Teacher Collaborators from the Center for Education in Small Urban Communities. In future years, we can expect professional development to continue building on this foundation, as teachers learn ways to provide differentiated instruction and assessment. During grade-level partner meetings, teachers have some time available for self-assessment, but more time needs to be incorporated into the school day and for each professional development workshop.	

IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	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:	Based on classroom observations, teachers who are performing below expectations are required to develop an individual professional development plan. Additionally, all teachers engage in discussions about professional development during post-observation conferences. At the end of the evaluation cycle, teachers submit a report of professional development activities.		

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	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>After completing classroom observations, the principal prepares staff development workshops that focus on both strengths and weaknesses. For example, teachers have been working on improving the use of posted learning targets on bulletin boards and in visible locations during lessons in the classroom. Teachers throughout the building have focused on teaching grade-level appropriate math facts after a weakness in this domain was noted. The principal has set aside time for teachers to meet with grade-level partners to discuss ways to improve instruction and respond to behavioral concerns. The principal also leads faculty-wide discussions of effective classroom management strategies within the framework of Positive Behavior Interventions and Support, particularly focusing on teaching executive functioning skills.</p>
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IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>At the beginning of all professional development activities, whether at the building or district level, teachers are given time to share celebrations with colleagues, telling about successes in the classroom. In building staff meetings, teachers who have attended workshops are invited to share what they learned with other staff.</p>

Indicator Analysis - Instruction

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Given that there is still a great deal of development at the district level on common assessments aligned to current standards, the Instructional Teams at Wiley work together to develop instructional units based on district-provided Curriculum Guides. These guides include core content areas, such as English/Language Arts, Mathematics, Science, and Social Studies, as well as Physical Education/Health and Social/Emotional Learning. The guides for English/Language Arts and Mathematics have been aligned to the Common Core State Standards. Work has begun on aligning the remaining guides by district-level committees. Instructional Teams meet during common planning periods or after school hours to evaluate units of instruction and discuss changes that may need to be made. Teams also meet at least once a month during staff meetings to further collaborate on standards-aligned units of instruction.	

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:	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:	Instructional teams are carefully responding to the recently updated Curriculum Guides in English/Language Arts and Mathematics. Staff members are representing Wiley at district level meetings where Science is being updated to reflect Common Core State Standards and Wiley will be represented in the other areas as they are addressed.		

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)
Current level of development or implementation:	Instructional teams have welcomed the addition to the Curriculum Guides of the "criteria for mastery" in the updated guides that have been provided this school year. The district's Progress Report Card is under more revision in order to align it to the emerging Common Core State Standards as each respective subject is addressed. At the school level, teachers are sharing the standards based objective with students directly by using associated "I Can" statements, starting with Reading and planning to expand to other subjects. Parents have also received booklets outlining the Curriculum and it appears on the district website. The criteria for mastery is a task not only for district committees, but for school instructional teams. It is a collaborative process to agree on rubrics to constitute mastery and the assessments that benchmark progress.	

Indicator Analysis – Assessment

CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers follow the PBIS framework when teaching and modeling physical, social, emotional, behavioral, and cognitive competencies. Staff use the Second Step curriculum to explicitly teach these skills and model pro-social behavior that students are able to practice. Teachers help students think about and recognize their own "triggers" and "responses" to stimuli and build capacity for monitoring personal growth. Students are taught to use a five-point scale to assess the level of emotional intensity.	

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:	All teachers follow the PBIS framework when teaching and modeling physical, social, emotional, behavioral, and cognitive competencies. Staff use the Second Step curriculum to explicitly teach these skills and model pro-social behavior that students are able to practice. Teachers help students think about and recognize their own "triggers" and "responses" to stimuli and build capacity for monitoring personal growth. Students are taught to use a five-point scale to assess the level of emotional intensity. For those students who are demonstrating appropriate behavior, teachers use positive incentives, such as specific, appropriate praise, APPAWS tickets, RESPECT board, and extra free choice. Students who demonstrate inappropriate behavior are redirected, re-taught, and given opportunities to learn expectations through Social Academic Instructional groups.	

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:	All teachers participate in district-wide professional development to align curriculum and assessments to Common Core State Standards. Within the building, grade-level teams are working to create units and align common assessments to the CCSS and the district progress record. In addition, all staff have learned how to use common "formative" assessments based on Professional Learning Community training for the purpose of progress monitoring and differentiated instruction. This training is expected to span a two-year period with regular follow-up training to continue afterwards.
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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:	Every teacher has a system of organization for his or her classroom that allows for convenient use in teaching standards-aligned activities. The school itself has designated spaces for materials, such as the literacy library, the PE closet, and cabinets for science and social studies tubs. The librarian maintains a database of materials that can be located and accessed by teachers for instructional use.	

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:	The district has provided up-to-date Curriculum Guides for all core content areas, which teachers use to align instruction and assessment to the Common Core State Standards. Selected faculty and staff from throughout the district work on various committees under the district's Curriculum Council to evaluate and update these Curriculum Guides to ensure they are aligned to the Common Core State Standards. Members of the Professional Development Cadre from each building share progress and provide training on implementing changes to the Curriculum Guides.	

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 have aligned curriculum guides that are used to develop weekly lesson plans. Teachers meet at grade-levels within the building and across the district periodically to examine lesson planning and strategies for better aligning to the curriculum guides. Integrated units of instruction, such as the fifth grade Krannert Art Museum: Week at the Museum, are designed to provide experiential learning based on aligned standards.	

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, including general classroom, special education, and Title I teachers, use common formative assessments (pre- and post-tests) to track students' progress toward mastery of specific learning objectives across all content areas. These formative assessments have been developed by teachers within grade levels and across the district. During staff meetings, teachers are invited to share their record-keeping strategies and seek input on ways to improve. Additionally, teachers are trained in using benchmarks and/or summative assessment data, such as ThinkLink, AIMSweb, and state-mandated standardized assessments, to guide instructional planning through tracking and progress monitoring.
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IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Individual teachers and grade-level instructional teams are working to develop a variety of evaluation methods that emphasize common formative assessments. This is part of a district-wide professional development priority for the school year, with the expectation that teachers and teams will continue to develop assessments aligned to the Common Core State Standards and district Curriculum Guides. Teachers within the building are devoting significant amounts of staff meeting time to discuss assessments and record-keeping strategies. They are sharing strategies for better using existing assessments and developing new ones using district-provided resources, such as Discovery Education. Professional Development Cadre members conduct periodic training on formative assessment after attending several days of trainer training workshops. Grade-level teams create yearly Student Growth Outcome goals to track student mastery of specific concepts and/or skills. These SGOs are reported to and reviewed by district personnel.	

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.		SP,RTI,ELL,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	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 staff members have had training on differentiation and understand the importance of differentiating assignments when appropriate to do so. Regular classroom teachers collaborate closely with support staff and instructional teams to monitor student performance on a variety of assessments to further differentiate assignments. As the district continues to implement the Common Core State Standards, teachers are working toward using a variety of assessments to differentiate within the new standards. It is anticipated that future professional development workshops will place an increased focus on differentiation. During Response to Intervention team meetings, teachers review pre-tests and formative assessment data to determine appropriate interventions, supports, and/or enrichment for all students.
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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:	When preparing daily lessons, all teachers review the previous lesson to assess prior knowledge, determine daily objectives, and provide scaffolding. When introducing a lesson, teachers begin by reviewing the previous day's lesson with the class to activate prior knowledge and make connections to new material and concepts.	

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:	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:	This is emerging with more fidelity and consistency beyond reading and math. Lesson topics, themes, and objectives are clearly stated on the reading and math materials, but teachers are working on improving in clearly stating these in other content areas such as science, social studies, and social/emotional learning. As teachers become more accustomed to using "I Can" statements in the classroom, it is expected that there will be a natural increase of stating topics, themes, and objectives.	

IIIA10	All teachers stimulate interest in the topics. (1072)	
Level of Development or Implementation for this Indicator.	Full Implementation	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Teachers use a variety of strategies to stimulate interest in topics, whether academic or social. For example, teachers regularly make connections to the world outside the classroom, collaborate with other teachers across grade-levels, using manipulatives in both primary and intermediate classrooms for math instruction, referring to primary sources in social studies instruction, using technology to better connect the classroom to students' experiences, arts infusion, and developing inter-disciplinary units of instruction, such as the Krannert Art Museum: Week at the Museum. Several teachers have participated in EnLIST to increase the use of STEM activities, the Chancellor's Academy, the American History Teachers Collaborative, and the University of Illinois Writing Project. As a school, we have implemented several PBIS incentives, such as earning "APPAWS tickets" to fly the school flag outside classrooms, Coyote College assemblies with the school "robot," Big Red, to model executive functioning skills. The school academic excellence for the year is to read 1,000,000 minutes as a school community, after which one teacher is going to have his head shaved bald.</p>
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<p>IIIA11 All teachers use modeling, demonstration, and graphics. (1073)</p>	
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>All teachers have received Level I CRISS (Creating Independence through Student-owned Strategies), which relies heavily on using graphic organizers. Many teachers have learned to use Visual Thinking Strategies. Following the PBIS framework, teachers model positive expectations as they teach them to students and have students rehearse and demonstrate understanding. All teachers use scaffolding to provide "small steps" in student learning, "think out loud" when presenting new skills and concepts, and provide hands-on materials to construct meaning.</p>

<p>IIIA13 All teachers explain directly and thoroughly. (1075)</p>	
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>All teachers explain expectations, procedures, routines, and objectives clearly and thoroughly before assessing student mastery. Through scaffolding and formative assessment, teachers review what has been taught and ensure that students have been given opportunities to gain mastery. Through spiraling and reteaching, students are able to continue to progress and ask questions when they do not understand.</p>

<p>IIIA14 All teachers maintain eye contact. (1076)</p>	
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>All staff have positive body language, including maintaining appropriate eye contact. As a staff, we have taken on the role of teaching students how to use eye contact as a means of enhancing communication with each other and with staff.</p>

IIIA15 All teachers speak with expression and use a variety of vocal tones. (1077)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All staff use and model appropriate verbal communication skills, including expression and varying vocal tones to communicate different meanings. As a staff, we have taken on the role of teaching students how to use effective verbal communication with each other and with staff.

IIIA16 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:	All teachers follow the PBIS framework in using prompting and cueing to provide clear directions to students. Staff use "I Can" statements and graphic organizers to help students recognize learning objectives and expectations. The cues and prompts that teachers use include nonverbal cues, universal signals, and references to posted signage throughout the building.

IIIA17 All teachers re-teach when necessary. (1079)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers use formal and informal progress monitoring to determine which students need material presented in a re-teaching format. This may happen in small group instruction, through additional homework, working one-on-one with a tutor, or whole-class instruction.

IIIA18 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:	At the primary grades, teachers often use class recitation to practice new skills, such as class recitation while reading aloud, singing together, and practicing sight words. In the intermediate grades, as students move toward more independent tasks, drill and recitation are used for practicing multiplication facts and other memory-dependent skills.

IIIA19 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:	All teachers use questions to review material and to teach new content. Teachers are trained to use Bloom's taxonomy as a framework for asking a variety of questions that challenge students to think in different ways. At the same time, students are taught to ask questions of themselves and others (including the teachers!) as well. The Wiley Staff has recently adopted a visual organizer for different Question-Answer Relationships (QARs) that are regularly used in the classroom.
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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 summarize key concepts throughout their lessons, from activating prior knowledge to introducing new material to reviewing and assessing at the end of a lesson or unit. Further, students are taught to summarize while responding to questions and participating in discussions. Teachers use posted "I Can" statements to identify key concepts while summarizing.	

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 use questioning as a type of formative assessment to determine what students know, what they need to know, and what they need to be re-taught. Teachers also use students' questions to guide instruction, especially when students ask questions to indicate they do not fully understand the material.	

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:	Learning how to paraphrase, summarize, and relate are all essential elements of the Common Core State Standards that have been included on all students' progress reports. All teachers are deliberate in teaching students how to use these strategies and encourage them to paraphrase, summarize, and relate across the content areas.	

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Learning how to self-check comprehension is an essential element of the Common Core State Standards that has been included on all students' progress reports. All teachers are deliberate in teaching students strategies they can use to check their comprehension and encourage them to check comprehension across the content areas.	

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:	Wiley is a fully-implemented PBIS school. As such, all staff members, teachers and other school personnel alike, verbally praise students for meeting expectations across all settings. This praise is for academic, social/emotional, and executive functioning accomplishments.	

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:	While most teachers have dedicated workspace for themselves in their classroom, all teachers and other personnel are constantly "on the go" within their classrooms and the school. Teachers regularly travel around the classroom to monitor student work and discuss progress with students. Other school personnel can often be found traveling throughout the building to check on students for academic and behavioral reasons and to provide positive support.	

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:	All teachers accept responsibility for explaining, checking, and giving feedback throughout the school day. They believe all students are capable of learning and allocate most of their time to instructional activities. These instructional activities are carefully aligned to district and state learning standards, following curriculum guides and material that has been provided. Every teacher moves through the material at an appropriate pace, re-teaching as necessary to ensure student understanding of both concepts and skills.	

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 a fully-implemented PBIS school, all staff establish clear expectations with all students, reviewing, reteaching, modeling, and practicing throughout the school day and the academic year. Additionally, students are taught routines and procedures to enhance executive functioning skills through modeling. As a staff, we are committed to moving beyond simply managing students by teaching self-regulation.	

IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All staff notice students' social needs, interact with them, and support them emotionally as well as academically. Staff members make a point of asking students about their interests and seek to make connections to their lives. Some staff members use journal-writing activities to allow students to share what they have done over the weekend and to share personal interests and accomplishments. If a student is ill, teachers use an office illness report to record the probable cause of the illness and offer suggestions on actions to take. Several teachers have organized "homework labs" to allow students compensatory time to fulfill assignments that were not completed at home due to unforeseen events.

IIIA35	Students are engaged and on task. (1161)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	All teachers seek to have all students fully engaged and on task in learning throughout the day. In order to engage students within the curriculum, the school began the process of establishing common expectations for academics and behavior throughout the building. Teachers are also dedicating specific time to teach executive functioning skills, such as organization, attention to task, perseverance, etc. This has allowed teachers to place more emphasis on curriculum and instruction. This is an ongoing process throughout the building and the district.	

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:	While all teachers administer district-mandated benchmarks and review the data reports, they also use teacher-designed formative assessments to monitor student progress toward mastery of skills. The focus of staff development this year is to further develop these assessments and to create a library of formative assessments to guide instruction.

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 keep a record of communication with parents. When parents email teachers or school administrators, these emails and the subsequent replies are kept in an electronic folder for future reference as needed. When parents communicate with teachers or vice versa through hand-written notes or letters, teachers keep these documents in a secure location. This year, there has been a renewed emphasis on keeping communication with parents organized with the use of student homework binders. After semi-annual parent-teacher conferences, all teachers report which parents attended and how the conference was held. During IEP meetings, teachers, parents, and other relevant school personnel are given a copy of the report along with a record of those who attended the meeting. In assessing this indicator, the school Leadership Team felt that the Evidence Review materials supplied by the Academic Development Institute in the WiseWays document did not reflect the indicator itself.
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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:	As per the Wiley Homework Policy, all students are assigned homework four or more days each week by their teachers. This homework policy is provided to all parents in the school handbook and is included with student homework binders. Homework assignments include math practice, sight word review, and independent reading each evening. Students are not typically assigned homework over weekends or during holiday vacations to allow for an increase of family time in the home and a break from the work week.	

IIIB03	All teachers check, mark, and return homework. (1169)	
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:	During the 2011-2012 school year, a team of teachers and parents worked together to develop a universal Wiley Homework Policy. This policy outlines expectations for student homework assignments. The homework policy explains that homework is used for students to work toward mastery through additional practice and is used by teachers to monitor progress and plan instruction. All teachers and students check and review homework as it is turned in, but individual teachers are expected to use professional judgment to determine which assignments should be returned for students and parents to review together.	

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:	Teachers plan carefully to provide meaningful curriculum-related activities for all students, whether they are waiting for instruction to begin, waiting for other students to complete a task, or waiting for assistance from the teacher. In addition, all teachers work with students to develop executive functioning skills about how to ask for help, how to persist in trying when an assignment is challenging, and how to skip a problem and then come back to it later.
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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:	All students are taught to raise their hands or use another agreed-upon signal with their teacher before speaking in class. This expectation is taught, practiced, modeled, rehearsed, and reviewed throughout the day from the beginning of the school year.	

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:	All teachers use a variety of instructional modes when teaching, whether in whole-class or small group settings. Teachers use student-centered strategies when teaching, and attend regular professional development workshops on differentiating instructional delivery and effective strategies to help students succeed in school and meet the Common Core State Standards.	

IIIC06	All teachers maintain well-organized student learning materials in the classroom. (1103)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Each teacher takes time at the beginning of the school year to teach students where to find materials and the routines for accessing them during the day. Students are able to identify student materials and know how to manage and maintain these materials. Following a building remodel during the summer of 2011, school personnel have worked together to "de-clutter" learning spaces to maximize learning and focus.	

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:	Wiley is a fully-implemented PBIS building, with universal and classroom expectations and procedures posted in all spaces where students can see and refer to them throughout the day. This is a requirement for receiving the fully-implemented PBIS status and is a part of the PBIS annual audit.	

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:	Wiley is a fully-implemented PBIS building, with universal and classroom expectations and procedures posted in all spaces where students can see and refer to them throughout the day. When a student does not meet expectations or does not follow a procedure correctly, all teachers redirect that student and provide re-teaching.	

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:	Wiley is a fully-implemented PBIS building, with universal and classroom expectations and procedures posted in all spaces where students can see and refer to them throughout the day. At the beginning of the year, all students are taught these expectations and procedures through a school "boot camp." During this event, students are taken to specific locations within the school and explicitly taught the expectations and procedures. They are then given frequent opportunity to rehearse and model through positive teaching. New topics are taught regularly. Students are given positive recognition through APPAWS tickets and school flags that are flown outside classrooms.	

IIIC12 All teachers engage all students (e.g., encourage silent students to participate). (1109)		SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers actively work to ensure all students are given opportunities to participate in the classroom. Teachers utilize small group instruction, collaborative learning strategies, experiential learning, and include every student in activities by providing necessary supports. No student is excluded from assemblies, special presentations, or field trips as a form of punishment. Teachers use a variety of record-keeping techniques to ensure that all students are included, such as using popsicle sticks or clothespins, classroom jobs, checklists, etc.	

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 at Wiley have been trained in using formative assessments to monitor student progress toward higher levels of learning. Teachers are also trained in using Bloom's Taxonomy to ensure that learning activities include high-level thinking elements. This training is an on-going process at the school as teachers receive more professional development related to this practice. Additionally, all teachers use district benchmarks, such as ThinkLink and DIBELS, to generate data about student knowledge. Using the information gathered during formative assessments and district benchmarks, all teachers create their lesson plans to teach skills and concepts that the students in individual classes still need to master. During formal observations with the principal, teachers provide formal lesson plans that list the specific goals, objectives, procedures, settings, materials, and assessments that will be used during a lesson. The teacher being observed meets with the principal both before and after the observation to discuss the lesson and how it specifically relates to the curriculum.
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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 use posted "I Can" statements to explicitly define learning objectives for classroom activities. Each "I Can" statement breaks a specific learning goal into concrete tasks that students can understand and accomplish. Teachers refer to these objectives before, during, and after each lesson. As a fully-implemented PBIS school, all teachers teach specific expectations for students. These expectations are posted in classrooms, hallways, and other areas of the building.	

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 have been trained in using Bloom's Taxonomy to ensure that questions being asked in the classroom challenge students' thinking. Teachers use all of the elements of Bloom's Taxonomy when asking questions, not just the "lower-level" or "higher-level" questions. After asking a question, teachers allow students time to think about a response before sharing with the class. Through student-centered strategies such as Think-Pair-Share, journal writing, and exit slips, teachers allow every student an opportunity to respond to a question.	

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:	<p>Wiley has an advanced computer lab that allows each student in a class access to a computer at least once each week. During computer lab time, teachers use this resource to enhance instruction in math, science, literacy, social studies, and technology skills. Students are also able to use the computer lab to conduct short independent research projects. Some teachers in the building have access to an interactive whiteboard that is used to enhance instruction in the classroom, but this is a limited resource that requires a change in budget conditions to make this available to all teachers.</p>	

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:	Teachers use pre- and post-testing to assess student mastery of standards-based objectives. However, not all standards are covered by these assessments. The focus of the district's professional development for this year has been the creation of a library of formative assessments that teachers have developed for the purpose of improving pre- and post-testing experiences. Professional development workshops have also emphasized building teachers' capacity in using these assessments more effectively.		

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:	Teachers use pre-tests and post-tests that are administered to all students (as available), including students who receive Tier II and Tier III services, to allow teachers to accurately assess student understanding and monitor individual growth. Pre- and post-assessments for mathematics units through the Houghton-Mifflin series are already in use in many, but not all, classrooms. However, there are not unit tests readily available for the other core content areas. Teachers are working in professional development across the district to create these assessments and align them to the Common Core State Standards.		

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)		SC
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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:	Grade-level teams meet periodically to review student data, such as pre- and post-tests and benchmark assessments. Team collaboration time is not generally available throughout the year due to current budget constraints. Some Instructional Teams have met after school, on weekends, and during personal plan time during the day to collaborate more effectively. In order to use student data more comprehensively, formal Instructional Team collaboration time should be provided.	

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:	Teachers differentiate instruction based on assessment results to provide targeted instructional support for all students, whether below, on, or above level. Teachers have the most capacity built for differentiating instruction in guided reading and math. Teachers are working on improving the quality of differentiated math instruction through more effective pre- and post-test formative assessments. This skill is beginning to generalize to other subjects, such as writing, spelling, fine arts, science, and social studies. As teachers continue to participate in professional development on differentiated instruction and assessment, it can be expected that differentiation will improve.	

IIB05	All teachers re-teach based on post-test results. (1052)	
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 instruction is informed by post-test results, with re-teaching used as necessary to provide students the opportunity to demonstrate mastery of a skill. Teachers are especially effective in using post-test results in mathematics to determine pacing throughout the year. As formative assessments in other core content areas are developed, it can be expected that teachers will improve in their capacity to re-teach based on assessment data.
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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:	All students are tested in the fall, winter, and spring for the purpose of monitoring student progress and potential need for intervention. For mathematics, teachers administer AIMSweb benchmarks known as M-COMP (mathematics computation) and M-CAP (mathematics applications) and the Discovery Education ThinkLink benchmarks. For reading, teachers administer AIMSweb benchmarks known as DIBELS Next, which includes oral reading fluency, comprehension, and accuracy, and the Discovery Education ThinkLink benchmarks. The data generated through these benchmarks is used to guide instruction and determine which students are in need of Tier II and Tier III support services.	

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 are able to immediately access reports from objectives-based benchmark assessment that are administered three times a year. Additionally, teachers can progress monitor in "real time" for students who are receiving Tier II and Tier III results as data is entered in online databases. Teachers use these reports to guide instruction and provide differentiated supports. For state-wide standardized assessments, though, reports are not generally available until the following year, which does not allow for teachers to re-teach concepts and skills.	

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:	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:	Teachers are currently able to access a variety of district-approved databases to track each student's benchmark scores, state test results, student behavior, attendance, progress reports, and such. For example, teachers are able to access data on AIMSweb, Discovery Education, SWIS, and Skyward Educator Access Plus. In the future, Urbana schools will gather as much information as possible and enter it into Skyward Educator Access Plus so that teachers can better track student data. For example, student ISAT scores have recently been uploaded for teachers, parents, and administrators to view. In addition, the State of Illinois is looking into options to bring all of this data into one central database that will allow teachers to access student information as pupils move from district to district and within a district. As this database is developed, Urbana School District 116 and Wiley Elementary School will train staff on the effective use of this resource.
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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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All faculty and staff refer to the current School Improvement Plan to set learning goals for the year for academic, social/emotional learning, attendance, and other targets. For example, the School Improvement Plan identifies that at least 92.5% of students will master a set of math goals that have been set by each grade-level team. The SIP also states that the school will meet Adequate Yearly Progress as identified by No Child Left Behind. Other goals include 95% attendance for all students, and no more than 15% of students receive an Office Discipline Referral for a Major incident.	

IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Student learning data is monitored and discussed at staff meetings, grade-level partner meetings, and school committee meetings, such as Title I and PBIS meetings, as well as all Leadership Team meetings.	

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:	The building has a wide variety of teams that meet regularly for the specific purpose of reviewing all student learning data. These teams include grade-level partners, Response to Intervention (RTI), PBIS (Positive Behavior Interventions and Supports), special education collaboration, IEP, Title I, literacy review, and the Rising Star Leadership Team. These teams communicate regularly to coordinate decision-making. Further, student learning data is regularly reviewed by all staff during staff meetings. At the end of the academic year, teachers create "transition folders" designed to provide practical information about students for the next year's teachers. IEPs for students receiving special education services are developed by reviewing student learning data.
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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:	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 the beginning of the academic year before students report to school, Instructional Teams meet to review student learning data and plan instruction that is aligned to the Common Core State Standards. During the year, there are staff meetings and elementary inservice meetings dedicated to reviewing student data and planning instruction. However, Instructional Team time is neither consistently nor frequently provided to allow for optimal team planning.	

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:		Instructional teams regularly review student learning data to identify students in need of instructional support or enhancement. This data includes benchmark assessments, instructional probes, formative assessments, and more. These reviews are conducted collaboratively with administration, special education staff, and intervention teachers. All placement in support services is accomplished following the RTI framework of tiered instruction.	

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:	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:	Instructional teams regularly review student learning data to identify students in need of instructional support or enhancement. This data includes benchmark assessments, instructional probes, formative assessments, and more. These reviews are conducted collaboratively with administration, special education staff, and intervention teachers. All placement in support services is accomplished following the RtI framework of tiered instruction. Time needs to be provided for Instructional Team collaboration at least once each week for teachers to fully accomplish this goal.	

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Title I Team, which includes teachers, administrators, and parents (many of whom actively participate in the PTA), worked with other staff to develop a school-wide homework policy. This policy was developed based on research and the review of other schools' policies. The Wiley Homework Policy has been included in the School Handbook which is given to primary caregivers during registration each year. Caregivers are required to sign off that they have received this handbook, along with the homework policy. Additionally, the homework policy has been published on the school website.	
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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers meet with parents at least twice a year for parent-teacher conferences to discuss individual student growth and progress. Teachers regularly send home newsletters and other informational materials to communicate with parents and inform them of classroom activities. Additionally, a monthly PTA newsletter is sent home with each student. Frequent e-newsletters are also sent out with information about the school and encourage parents to get involved in school activities. Teachers regularly communicate with caregivers through teacher-parent communication logs, notes, emails, phone calls, and homework binders. Visitors in our building are able to see evidence of student learning on bulletin boards and other hallway displays that include Learning Links to guide visitors in better understanding what students have done and to engage students in discussions about school. Wiley holds a Title I Family Night for reading, science, mathematics, and fine arts throughout the year. During Family Nights, parents and other caregivers are given resources for supporting student learning.	
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.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	School Leadership and primary caregivers regularly communicate to provide support and guidance for students. The principal maintains a log of parent communications conducted over the phone, through email, and during conferences. School Leadership has made a point of being accessible to caregivers, both initiating and welcoming communication about students' needs. She also involves parents in student classroom assignment through a parent request form, as a matter of equity and in an effort to collect information from parents about students.
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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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal offers frequent opportunities for teachers and parents to voice constructive critique of the school's progress by inviting parents to participate in building-wide teams, such as the Leadership, PBIS, and Title I Teams. The principal attends monthly PTA meetings and allows members to voice concerns and express ideas for school improvement and more effectively involving parents at school and at home. The principal actively seeks to have every staff member involved in a professional development program, building-wide team, or other programs that allow teachers to learn best practices and share them with staff. In order to further the district's Strategic Plan for community partnerships, the principal has invited engagement directors from local organizations, such as the Krannert Art Museum and the Krannert Center for Performing Arts, to collaborate with teachers.	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	While all teachers are actively working on improving in their efforts to report to every student's primary caregivers, there are many things currently in place to ensure that caregivers are given systematic reports on student's mastery based on specific standards-based objectives. For example, caregivers are given the school handbook during registration each year. Shortly after school begins, each caregiver is given the priority standards for each grade level to explain learning objectives. Classroom teachers use homework binders to communicate student progress and include the yearly learning standards. During parent-teacher conferences, caregivers are given the "parent-friendly" ISAT report for their children, the first progress report, and other benchmark results. Teachers explain the information presented and answer questions. Special education teachers provide reports for caregivers based on students' IEP goals and help explain the language used to describe specific learning goals.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The school's Compact outlines the responsibilities and expectations of parents/guardians, students, teachers, and the principal. This Compact was developed by the Title I committee, comprised of parents and staff and reviewed by the Title I director. The Compact is included in the school handbook.
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IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The school's Compact is distributed to teachers, school personnel, primary caregivers, and students through the school Handbook. The Handbook is given to all parties during registration or through the school's main office. Caregivers are asked to sign off that they have received a copy of the Handbook. The Handbook is also available online through the school website.	

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:	School personnel and primary caregivers regularly communicate with one another in an open, candid, and supportive way. There is a display case in the front of the building with informational packets and handouts, bulletin boards have "Learning Links" that invite parents to talk to their children about specific questions related to classroom activities, most teachers send home weekly newsletters, and all school personnel use multiple means to communicate with parents, such as phone calls, emails, notes sent home, and personal visits. As staff has reviewed the CAFE report from last year and discussed current efforts to improve family engagement, efforts that have been recently implemented, and goals to improve engagement through communication with caregivers. Some future plans include sending paper announcements regarding schedule changes and representing student progress reports in "parent-friendly" language.	

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:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:

The school Handbook discusses the expectations and responsibilities for parents. The school homework policy was created by a committee of teachers and parents. The school has many things in place to emphasize the responsibilities of parents at home to support students' growth, such as Title I reading and math family nights. IEP meetings are used for time to communicate ways parents can help at home. Staff members are developing ways to discuss ways to help students who are struggling to fully meet learning objectives. Many teachers are utilizing homework binders to communicate expectations and have students record daily topics of learning to discuss at home with caregivers. There is an ongoing conversation among school personnel regarding methods to reach out to parents who may not attend reading and math night, performances, IEP meetings, and the like. The goal is to incorporate ways for parents to teach children at home during all events.

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.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The school has strong implementation of a three-tiered Rtl (Response to Intervention) framework. The PBIS approach has proven to be effective at addressing the needs of students in all three tiers (universal, secondary, and tertiary). Additionally, community resources have been utilized with the ACCESS program and Community Elements mental health services. The ACCESS program is a new over-arching service in our community developed for the express purpose of addressing the needs of students and families at risk for school failure and delinquency. Trinity Lutheran Church provides a backpack program to supply staple foods for families in need within the school community. The school has a systematic approach for entering and exiting students from the Check-In/Check-Out program and SAIG (social academic instructional groups), and a mentoring program for selected students. Teachers and support staff regularly meet as problem-solving teams to review data and match students to the most effective strategy for addressing academic, physical, social, emotional, and/or behavioral needs. One of the most important data sources is the SWIS (school-wide information system) for tracking office discipline referrals.	
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 has been identified as fully implementing the Positive Behavior Interventions and Supports framework, as determined by the Illinois PBIS Network, based on data and reports submitted frequently.	
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:	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:	Wiley School culture is overall positive, in that teachers generally do not speak negatively of students, families, or colleagues. There is a strong emphasis on collaboration that helps staff members stay focused on progress and student growth. New teachers at Wiley are encouraged to participate in the Urbana New Teacher Mentoring program and have reported feeling that the program was very beneficial. At the beginning of the school year, several teachers initiated a Wiley Workout Club, open to staff and teachers. New teachers are welcomed by current staff. There are a number of teachers who socialize after school hours and there is an interest among staff to increase these activities.	

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:	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 school personnel try to be effective and equitable with all students, embracing racial, cultural, linguistic, and economic diversity. Wiley has participated in a Sister City program with Zomba, Malawi, which has included activities ranging from assemblies to Skyping to letter-writing. Under the umbrella of Wiley African Studies: International Span program, there have been activities such as African drumming, sponsoring guests from Uganda, creating galimoto cars, and many learning opportunities. That said, there is an interest in bringing more awareness of the rich diversity within our school and local university community, especially in terms of working more effectively with students from a lower socioeconomic status while also recognizing the value of their experiences. For example, staff have decided to use an upcoming family night to highlight food science using foods from the different cultural and ethnic groups represented in our school community.	

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344)	SW
	Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The school leadership has made many changes in order to better allocate resources for Learning Supports. Example include: Changes to the tasks assigned to the school social worker, such as leading the RtI team, training and modeling social skill instruction to increase teacher capacity, and working with social/academic instructional groups; Providing a dedicated budget for Special Education and Support Staff; Prioritize purchase of materials for teachers and the school library that support the Common Core and engaged learning (e.g. Krannert Art Museum Week at the Museum); Purchase of substitute teachers to allow time to review academic and behavioral data; Dedicate staff meetings for team meetings to further discuss instructional approaches within grade levels; Updating the building's literacy library to ensure materials relevant to the Common Core are available for teachers to use in differentiated instruction.
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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:	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:	School Leadership monitors and evaluates data in order to determine the implementation of various Learning Support programs, such as SAIG, CICO, guided reading groups, ACCESS, etc. However, teachers are still being trained in effectively collecting the data needed to plan differentiated instruction. This year's staff development at the district level has been dedicated to reaching this goal by focusing on Checking for Understanding, teacher-developed formative assessments, and follow-up training during building staff meetings. As teachers become more effective in collecting data, School Leadership will be able to fully implement this standard.		

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.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	All staff members have "bought in" to the PBIS framework adopted by the school. Staff members work together to teach students social skills, cultural norms, and positive expectations. Celebrations, such as Coyote Colleges, are a regular part of the school year. All school personnel look for students exhibiting positive behavior and acknowledge such behavior with APPAWS tickets. School personnel are pleasant when interacting with students, parents, and members of the community. Bulletin boards in the hallways are family-friendly, with learning links and examples of student work. There is a deliberate effort to communicate with families and the community through newsletters, the school website, and notices available in the school office. Tutors from the University of Illinois, mentors, and community volunteers regularly work with students and feel welcomed by everyone in the building.		

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		School Leadership budgets time and resources for professional development opportunities for all staff, including attendance at professional conferences, participation in the University of Illinois Chancellor's Academy, literacy review committees, inquiry groups, EnLIST, new teacher mentoring programs, and partner/team meetings. Staff members are given time to share what they have learned at these conferences and report back to other staff and school leaders. School Leadership has adopted the PBIS framework and regularly models the common expectations. Staff members are invited to participate in planning days and networking to further develop a positive school environment. New and veteran teachers alike are given opportunities to share ideas and concerns with School Leadership and are encouraged to engage in professional development.	

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:		Classrooms are generally free of clutter and organized in such as way to promote student learning. Bulletin boards in hallways are engaging and inviting to students, parents, and members of the community. Members of the office staff cheerfully welcome visitors and help them find their way around the building. The Crisis Response team regularly checks to make sure doors are secure and practice drills to ensure the safety of all students. Wiley Elementary School is a part of the Illinois PBIS Network, which emphasizes school-wide expectations of safety, responsibility, and respect. These expectations are displayed throughout the building and are practiced regularly in classrooms, during assemblies, and in special "booster" programs.	

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:	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:	All teachers have been trained in collecting formative assessment data to guide instruction within their respective classrooms. Further, they are able to use the system in place designed to identify and respond to student needs, particularly those needing literacy and behavioral support. Teachers are able to identify student needs related to mathematics, but lack sufficient personnel and resources to provide Tier II and Tier III intervention services in that subject area. The core curriculum materials provided for classroom teachers do include some resources for intervention and enrichment, but additional materials and training are needed in order for individual student needs to be more fully met according to the RtI framework.
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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>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.</p>	SW
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation
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Index:	1	(Priority Score x Opportunity Score)
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Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
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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:	Most teachers are reaching out to take advantage of Learning Supports available through the University of Illinois, such as Teacher Collaborators and America Reads/America Counts tutors, and programs within the district, such as the New Teacher Mentoring program. Many staff members support each other within and across grade levels and with support staff, including Title I teachers, Special Education teachers, and the school librarian. Teachers regularly extend themselves beyond the formal requirements of their job descriptions to participate in staff development and collaboration. School personnel participate in professional activities and organizations such as EnLIST, the American History Teachers Collaborative, and community partnerships such as the Krannert Art Museum.
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Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Barbara Sartain	08/26/2013	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
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	Ashley Cunningham	08/26/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF06	Teachers will be required to make individual professional development plans based on classroom observations. (1040)		Barbara Sartain	06/09/2015	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Professional development activities that can be accessed by staff through the district will be shared as they relate to the school improvement plan.		Alexander Valencic	
2	The principal will discuss professional development activities with all staff as designated in their professional development plans during post-observation conferences.		Barb Sartain	
3	The principal will follow-up with teachers to discuss how the professional development activities from their professional development plans are impacting classroom performance.		Barb Sartain	
4	The teachers will collaborate with Instructional Coach to improve their professional practice.		Barb Sartain	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB02	Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (1049)		Barbara Sartain	06/09/2015	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The principal and the professional development cadre leaders will		Barb Sartain	

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	review the 2012-2013 staff development information covered at both the district and school level. That training prepared teachers to use assessment to guide instruction, whether assessments are teacher developed, set in place by the district, or utilized from curriculum materials such as textbooks.			
2	Grade level team members and partners will review assessment data periodically during staff meetings, collaboration meetings, and Response to Intervention meetings. The records of the assessment data based on Student Growth Outcomes and notations about instructional groupings and other responses will be submitted to the principal.		Barb Sartain	
3	Grade-level teams will collaborate on a working calendar with targets for completing common assessments to be reported to the principal.		Marcia Richards	
4	Each teacher will record assessment data and will work as grade-level teams to organize and analyze common assessments during periodic staff development meetings.		Alexander Valencic	

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	Marcia Richards	06/09/2015	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Grade level team meetings will be held regularly to assess common assessment data and evaluate the needs of all the students within a grade level for the purpose of differentiating instruction.		Barb Sartain	
2	Create a tracking system to be used by school administration and all members of the grade-level team for the purpose of documenting instructional responses.		Alexander Valencic	

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3	Train staff on using the systematic approach to record and evaluate common assessment data in the most effective way.		Barb Sartain	
4	Teachers will individually and collectively (during RtI meetings, grade-level meetings, and special education collaboration) use assessment data to plan differentiated instruction. These plans will be shared with and observed by colleagues and the principal.		Barb Sartain	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Alex Valencic	05/23/2014	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
IID04	The school will maintain 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	Alex Valencic	05/23/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Report Card Data Overview

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

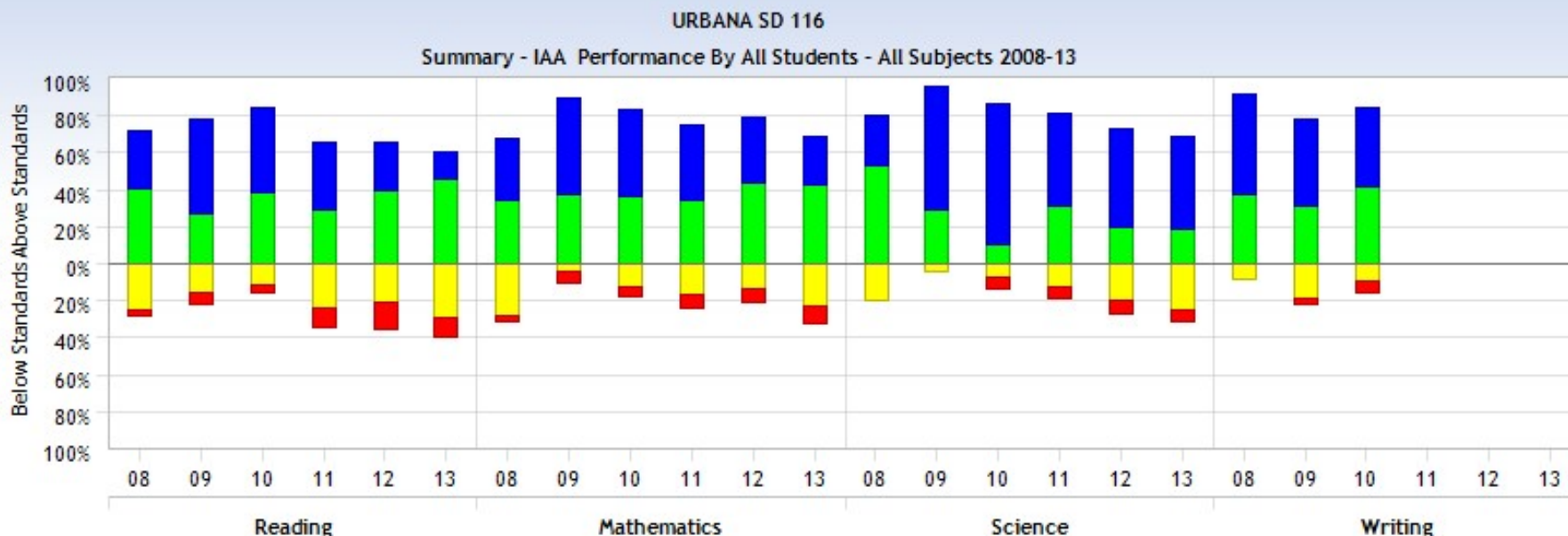
% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)						
	2008	2009	2010	2011	2012	2013
Reading - ISAT Results SubGroups	75	79.2	80.3	74.7	75.2	58.7
White	81.9	82.1	85.9	80.2	87.8	75
Black	54.2	74.1	67.4	56	59.7	34
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	72.7	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	28.6	18.2	16.7
Low Income	65.8	74.7	72.1	66.3	64.8	48.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Mathematics - ISAT Results SubGroups	84.2	83.1	83	81.3	77	47.1
White	90.3	94.9	93.6	91.4	89.2	66.7
Black	66.7	66.7	64.3	58	58.1	19.1
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	90.9	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	42.9	63.6	8.3
Low Income	77.2	74.7	74.1	73.7	63.8	30.1
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



Percent of Students at Each Level

	Satisfactory & Mastery	72	78	84	66	65	60	69	90	83	76	79	69	80	96	86	81	73	69	92	78	84	-	-	-
■	Mastery	31	51	45	37	26	14	34	53	47	41	35	26	27	67	76	50	53	50	54	47	42	-	-	-
■	Satisfactory	41	27	39	29	40	46	34	37	36	34	44	43	53	29	10	31	20	19	38	31	42	-	-	-
■	Foundational	25	16	11	24	21	29	28	4	13	17	14	23	20	4	7	13	20	25	8	19	9	-	-	-
■	Entry	3	6	5	10	14	11	3	6	5	7	7	9	0	0	7	6	7	6	0	3	7	-	-	-

Number of Students Tested

(N)*	32	49	64	41	43	35	32	49	64	41	43	35	15	24	29	16	15	16	13	32	43	-	-	-
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* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

Assessment Data Reading

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

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	70	72.3	88.5	83	68.9	52.4
White	73.9	70	92.9	88	82.8	62.5
Black	-	72.7	76.5	60	58.3	31.2
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	18.2	-
Low Income	58.6	73.9	80.6	72.7	60	46.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	82.9	83	71.7	80.4	72.2	52.8
White	88	83.3	77.8	85.2	86.4	73.1
Black	69.2	75	58.3	66.7	47.1	26.3
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	72.7	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	16.7
Low Income	77.8	77.8	60.9	72.2	57.6	42.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	71.8	83.3	79.5	60	86	72.1
White	83.3	95.8	87	69	95.7	88.9
Black	36.4	-	64.3	41.2	71.4	50
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	28.6	-	-
Low Income	60.9	70	71.9	51.7	78.1	58.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

Assessment Data Mathematics

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

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	87.5	87.2	84.3	85.2	73.8	33.3
White	91.3	96.7	92.9	96	89.7	56.2
Black	-	72.7	68.8	53.3	58.3	12.5
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	63.6	-
Low Income	82.8	82.6	73.3	76.5	60	26.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	87.8	78.7	82.6	84.3	75.9	41.5
White	92	91.7	96.3	92.6	90.9	61.5
Black	76.9	62.5	58.3	66.7	41.2	15.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	-	-	-	-	90.9	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	8.3
Low Income	81.5	72.2	73.9	77.8	60.6	24.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	76.9	83.3	81.8	74	82	67.4
White	87.5	95.8	91.3	86.2	87	83.3
Black	54.5	-	64.3	52.9	71.4	33.3
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	42.9	-	-
Low Income	65.2	70	75	65.5	71.9	41.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

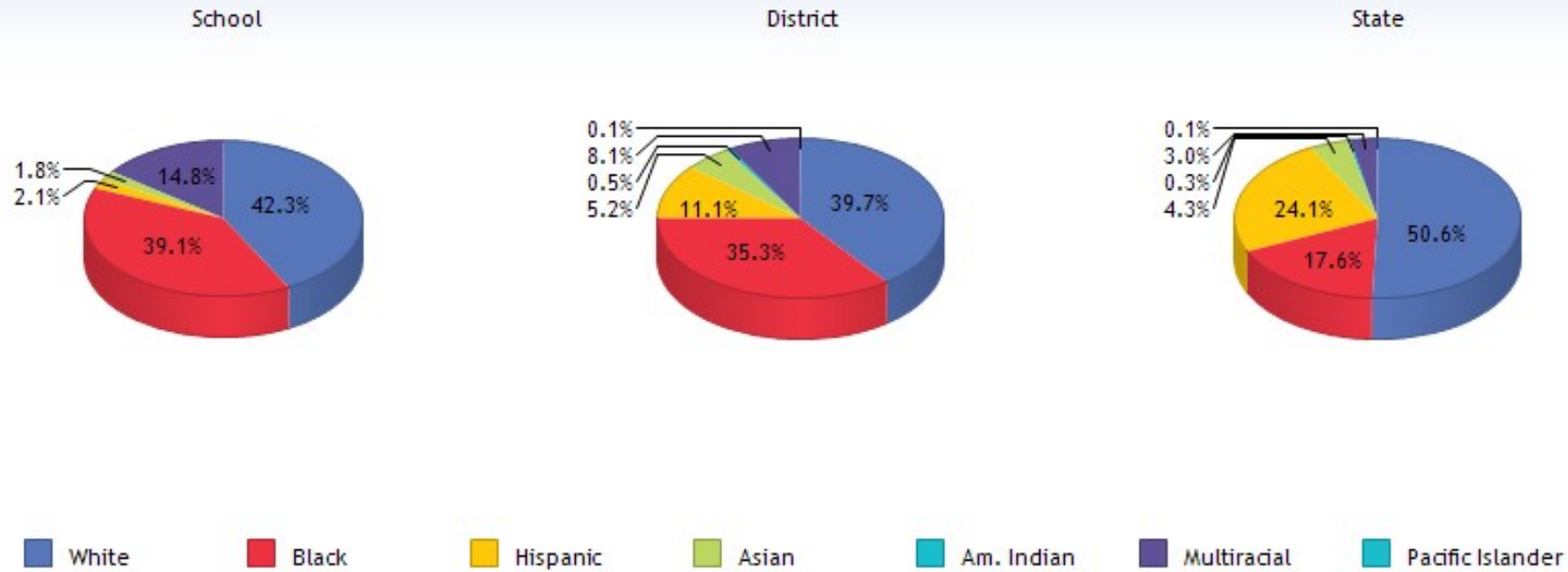
School Information

District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	94.5	94.8	95.0	94.3	94.5	93.4	93.4	93.8
Truancy Rate (%)	0.0	0.0	0.8	0.7	0.7	1.9	7.4	4.1
Mobility Rate (%)	27.2	22.9	23.3	20.8	20.8	27.6	17.6	15.8
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	232	240	256	275	288	335	336	284
Low Income (%)	47.8	51.7	56.6	59.6	57.6	66.0	70.5	64.4
Limited English Proficient(LEP)(%)	5.2	6.3	5.5	5.8	4.5	2.4	1.8	2.1
Students with Disabilities (%)	-	-	-	-	13.5	20.3	18.8	19.4
White, non-Hispanic (%)	64.2	64.6	59.8	56.7	50.3	46.3	40.5	42.3
Black, non-Hispanic (%)	22.4	20.4	23.8	26.9	31.3	37.6	41.7	39.1
Hispanic (%)	0.9	1.7	0.4	0.4	0.3	3.6	3.9	2.1
Asian (%)	3.4	5.0	3.1	2.5	5.2	2.4	1.2	1.8
American Indian (%)	0.4	0.0	1.2	0.0	0.0	0.0	0.3	0.0
Two or More Races (%)	8.6	8.3	11.7	13.5	12.8	9.9	12.2	14.8
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.3	0.3	0.0

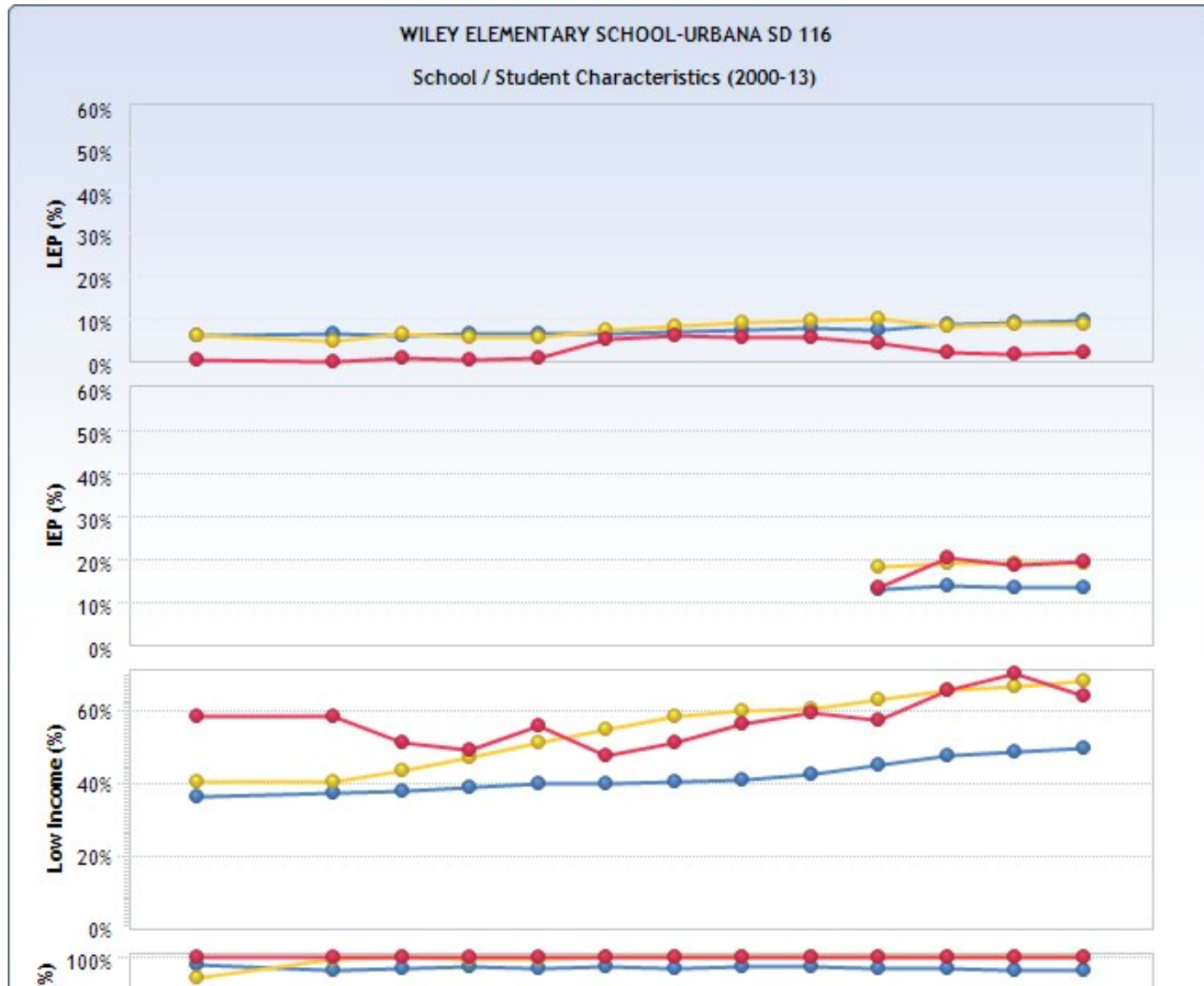
Note: Hyphens in the table indicate that data is not relevant for your plan.

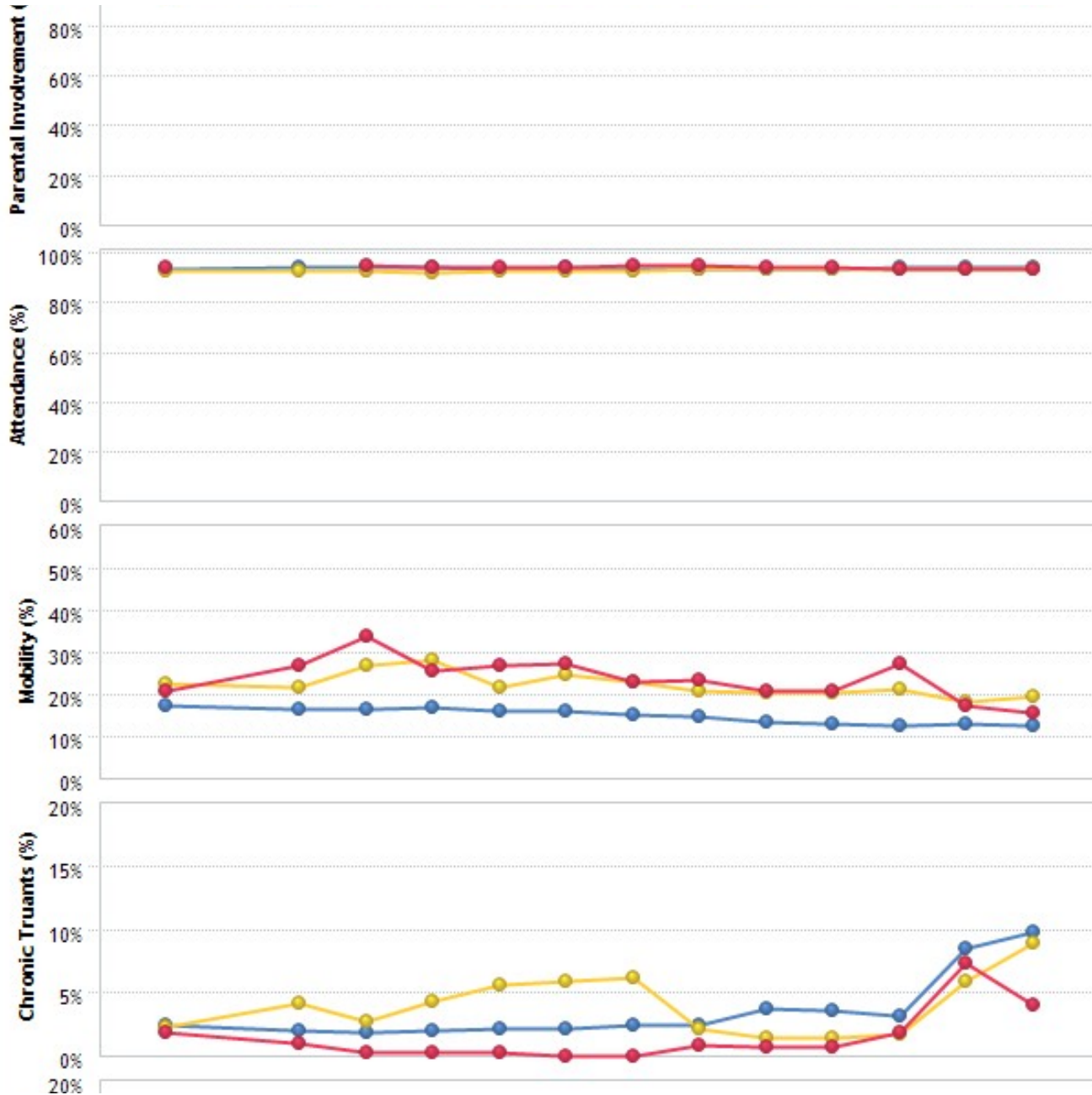
Student Race/Ethnicity

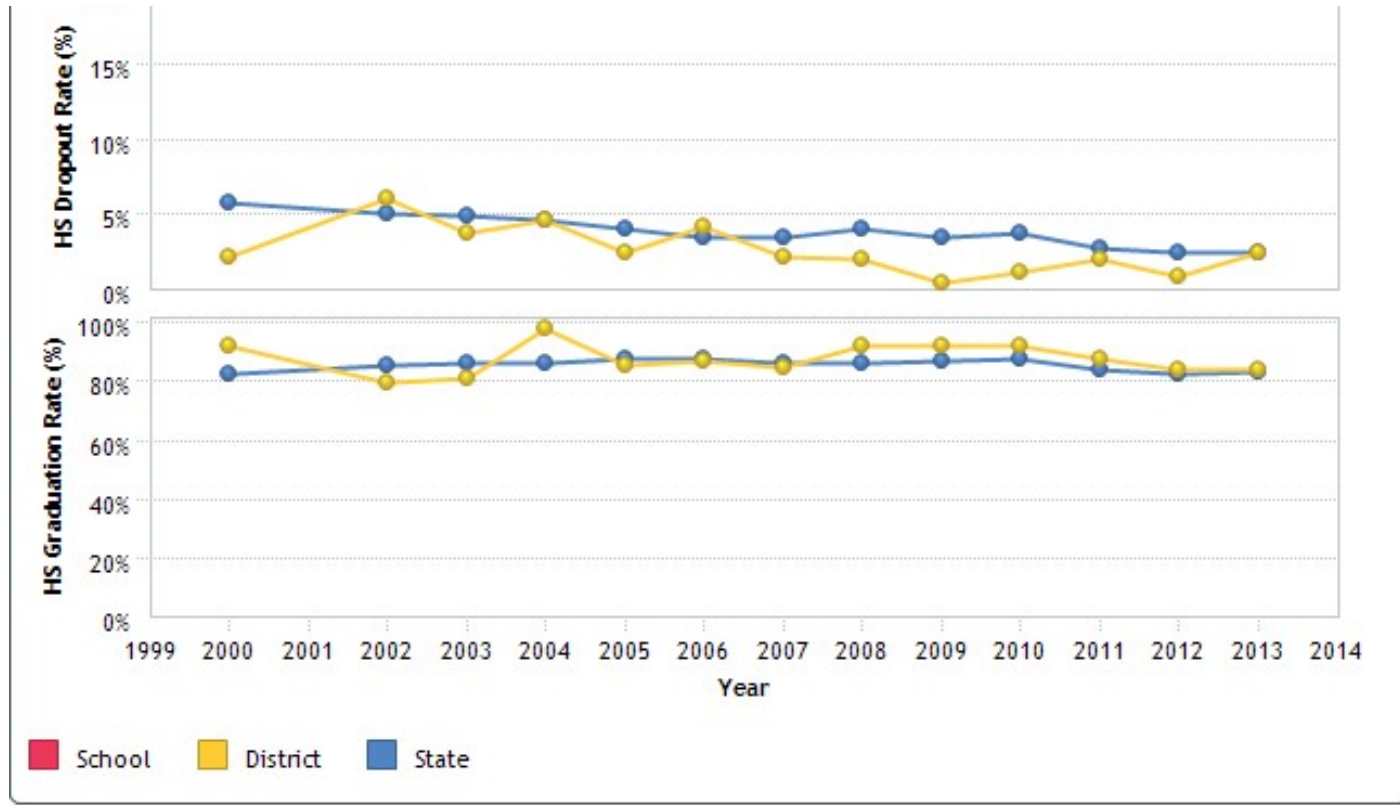
WILEY ELEMENTARY SCHOOL-URBANA SD 116
Student Characteristics - Race/Ethnicity (2013)



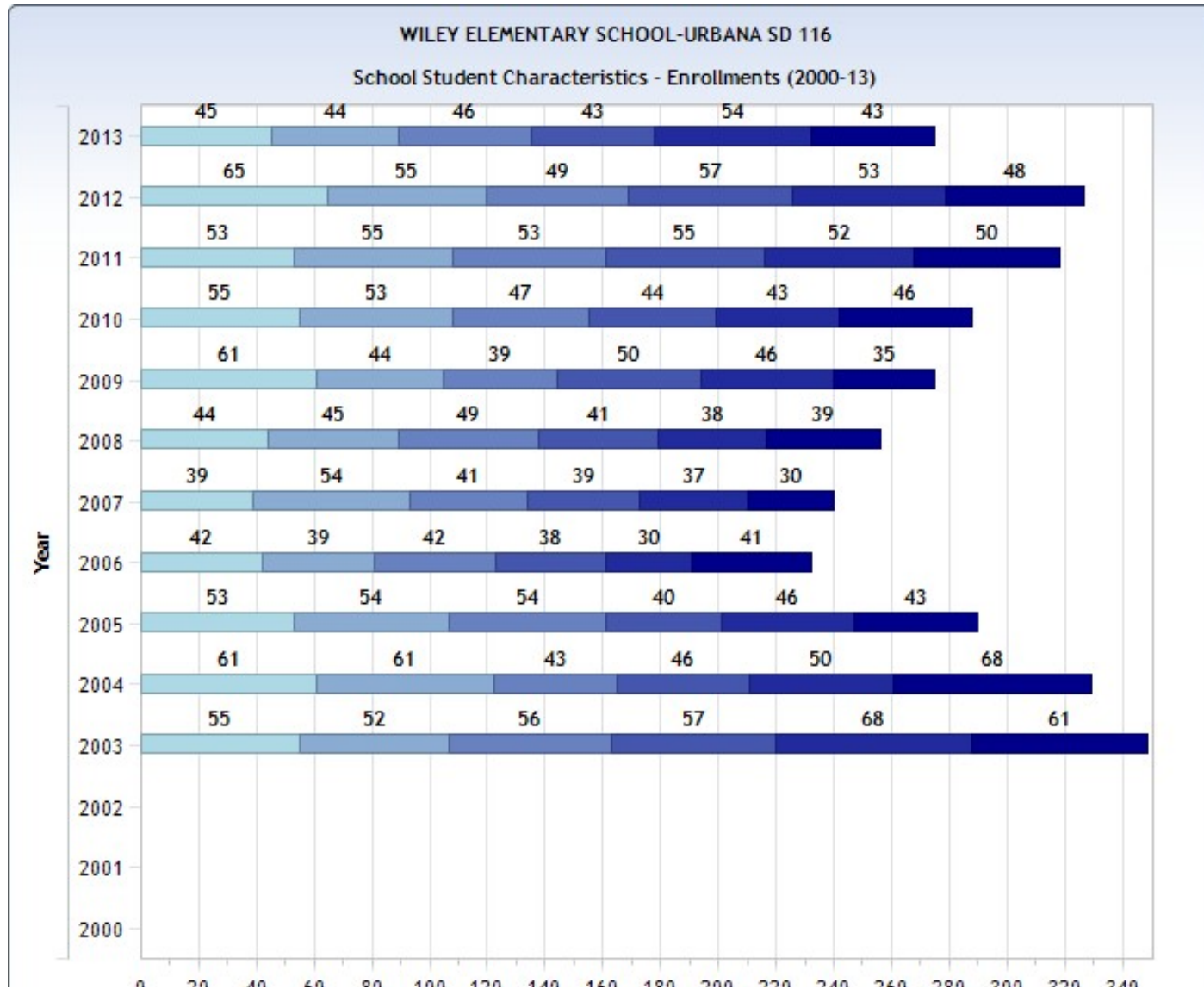
Educational Environment

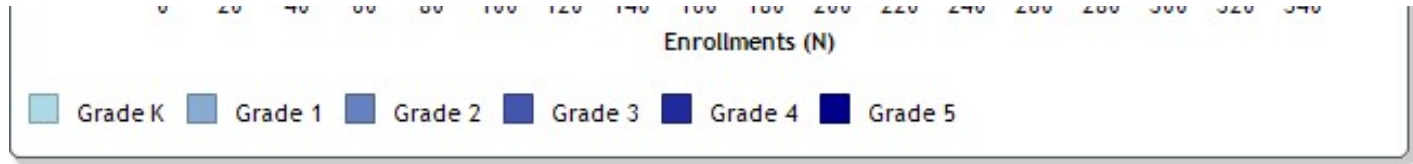




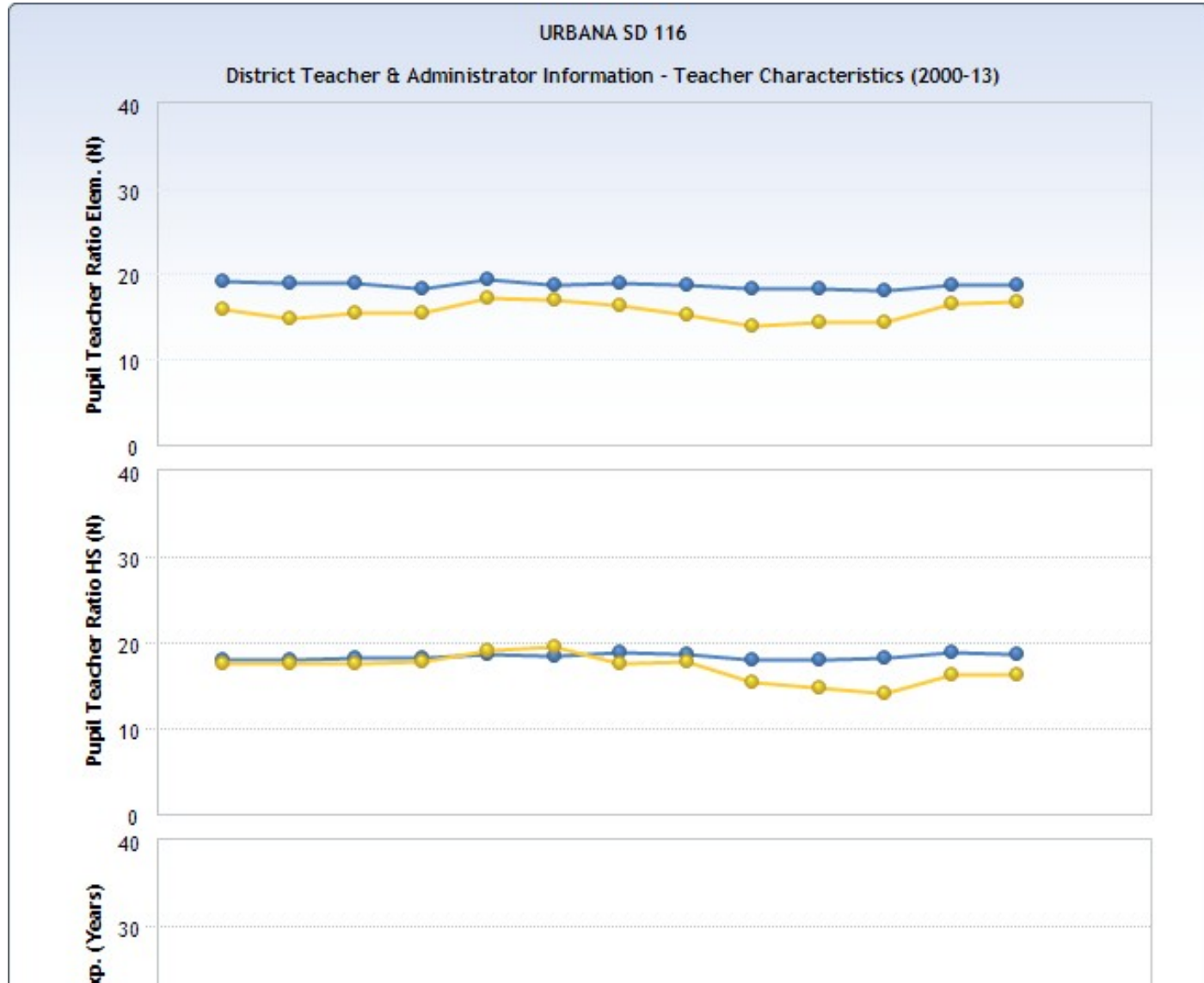


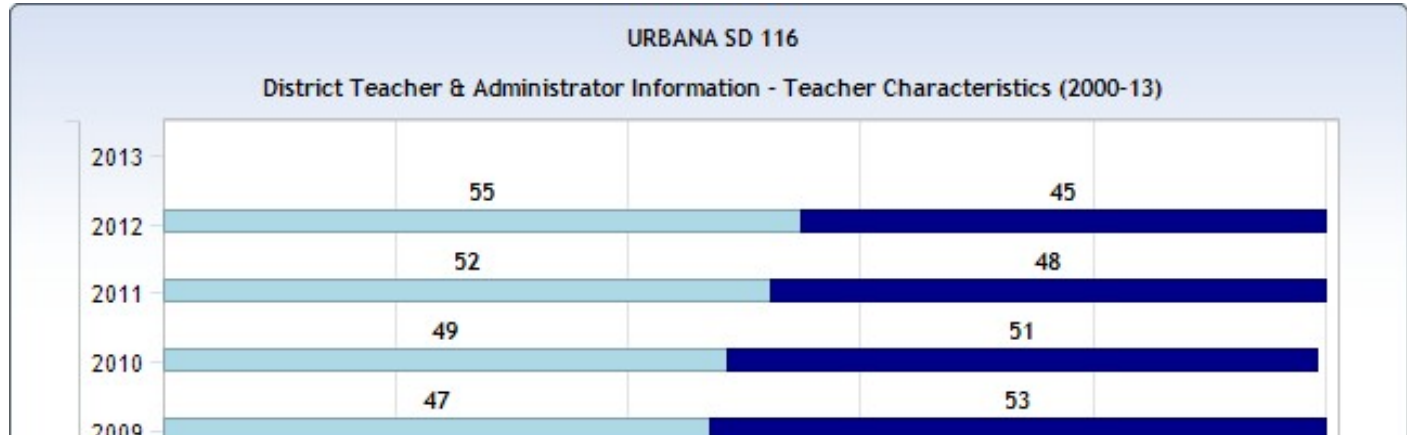
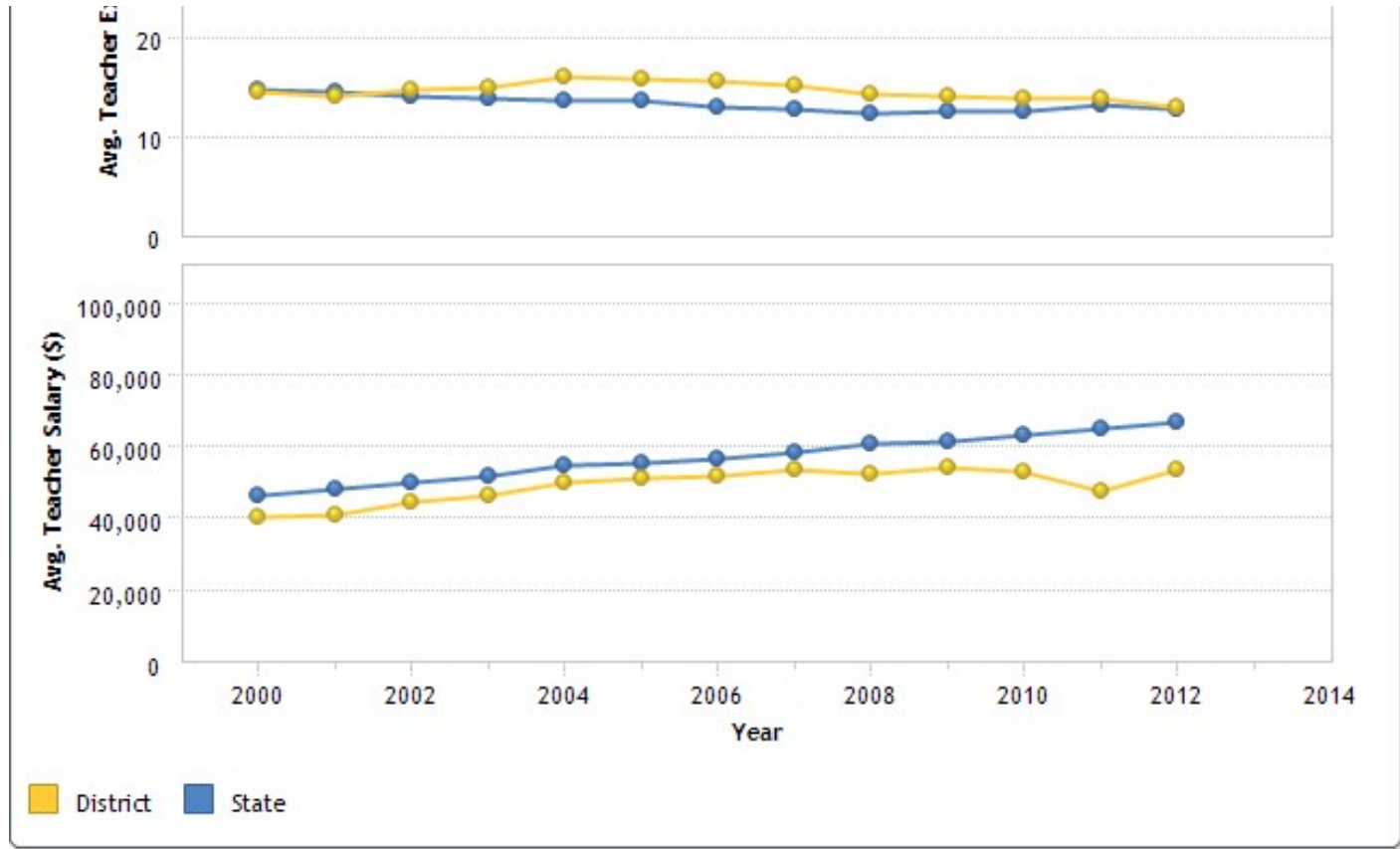
Enrollment Trends

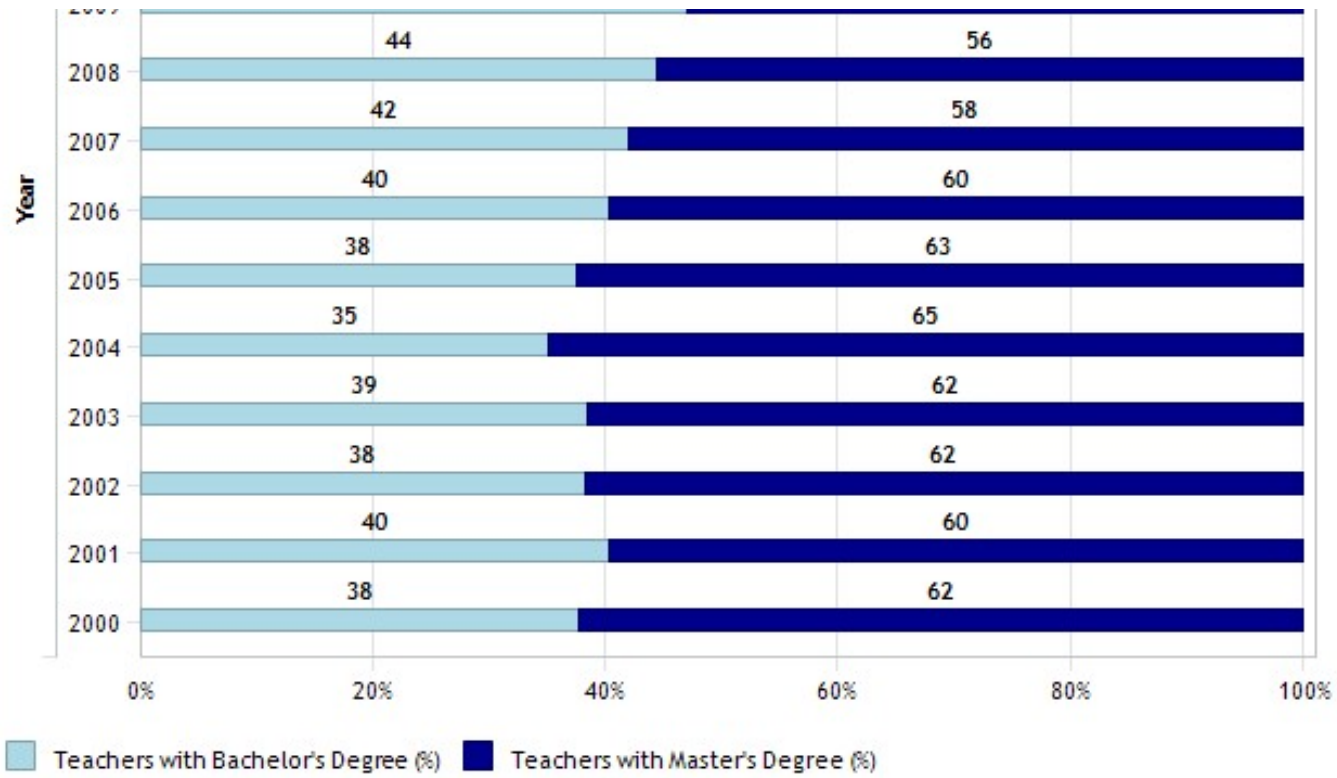




Educator Data







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 SES
Is this School making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Early Warning Status Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		92.0	
All	100.0	Yes	100.0	Yes	60.0	65.2	No	49.2	58.6	No	93.8	Yes		
White	100.0	Yes	100.0	Yes	77.4	77.1	Yes	71.7	73.1	Yes	94.1			
Black	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	50.0	51.0	Yes	30.9	39.6	No	92.8			

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

- 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.
- 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.