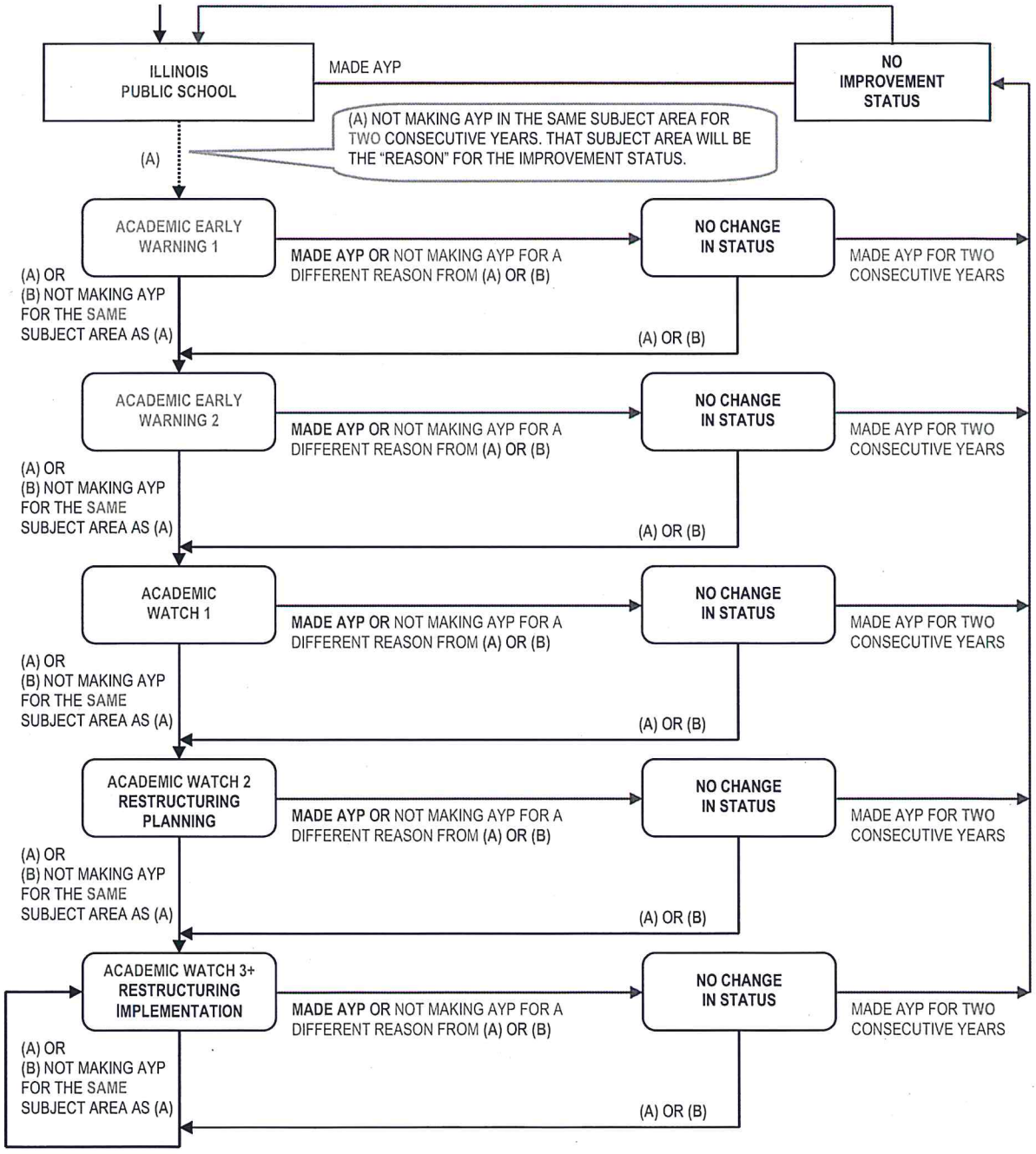
SCHOOL IMPROVEMENT STATUS ACCORDING TO ILLINOIS LAW

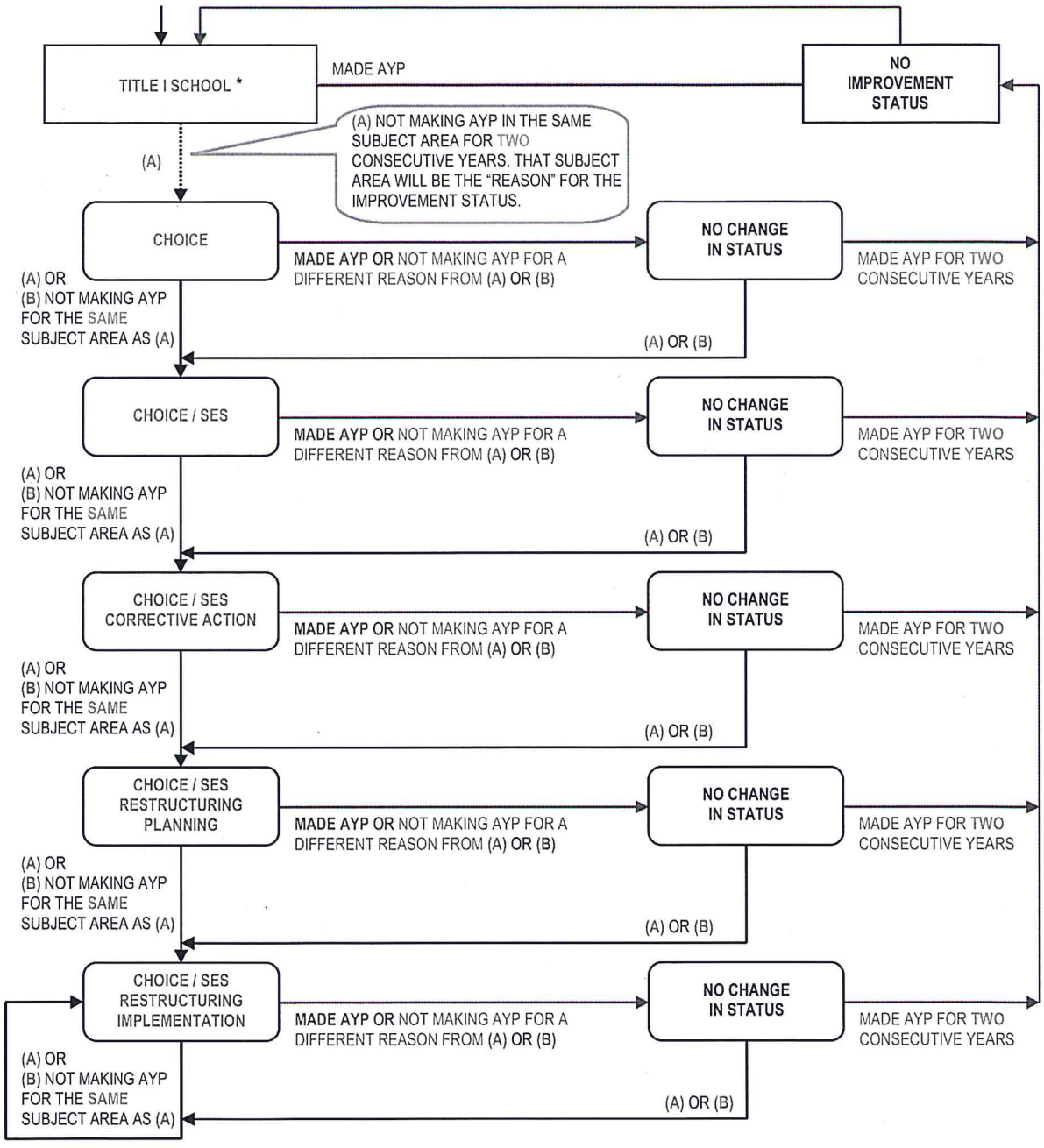
The School Code of Illinois – 105 ILCS 5/2-3.25d



Printed August 2008

SCHOOL IMPROVEMENT STATUS ACCORDING TO FEDERAL LAW

No Child Left Behind: Section 1111 (b)



* The definition of Title I school in federal improvement status is the school received Title I funds for the previous year, current year, and next year.

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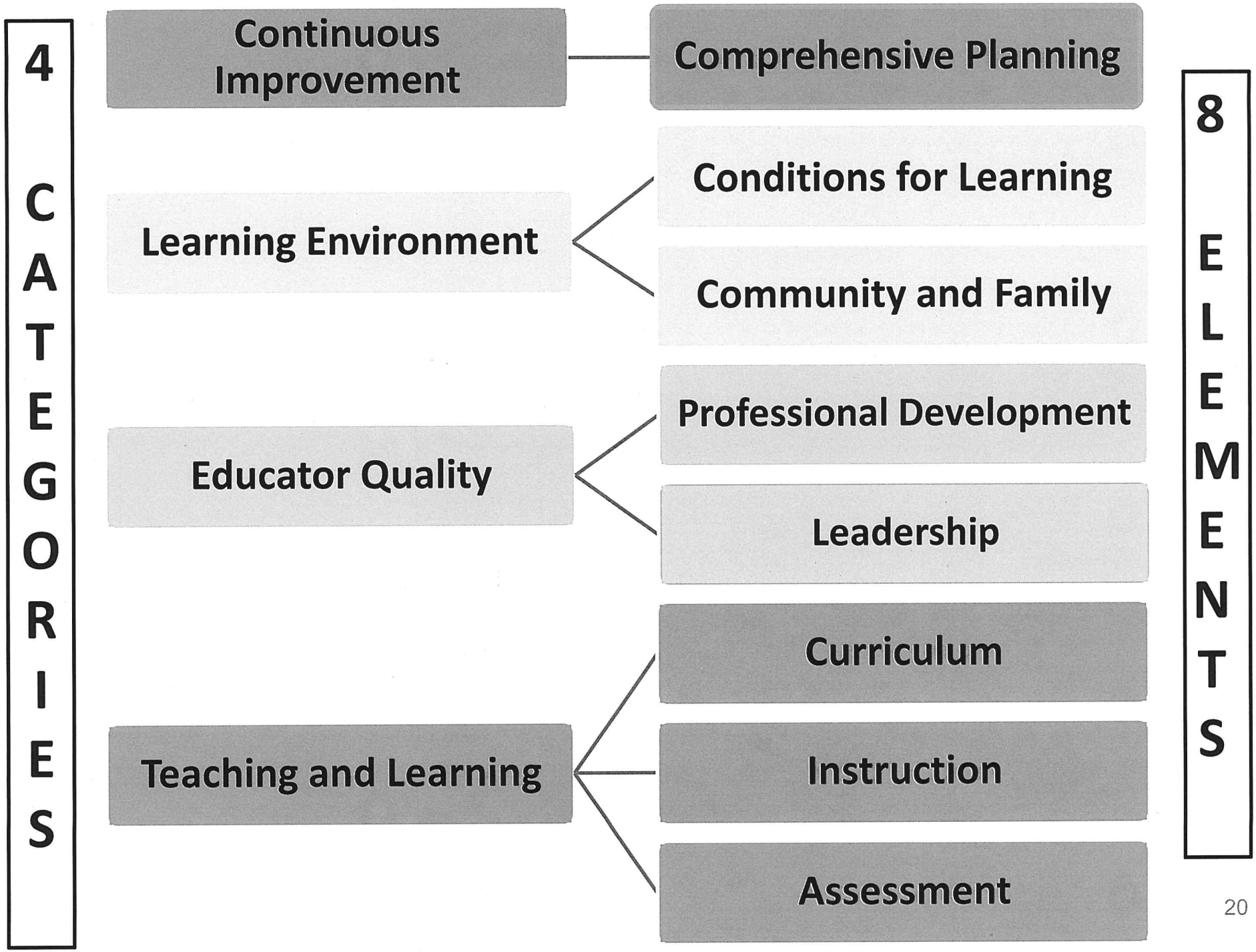
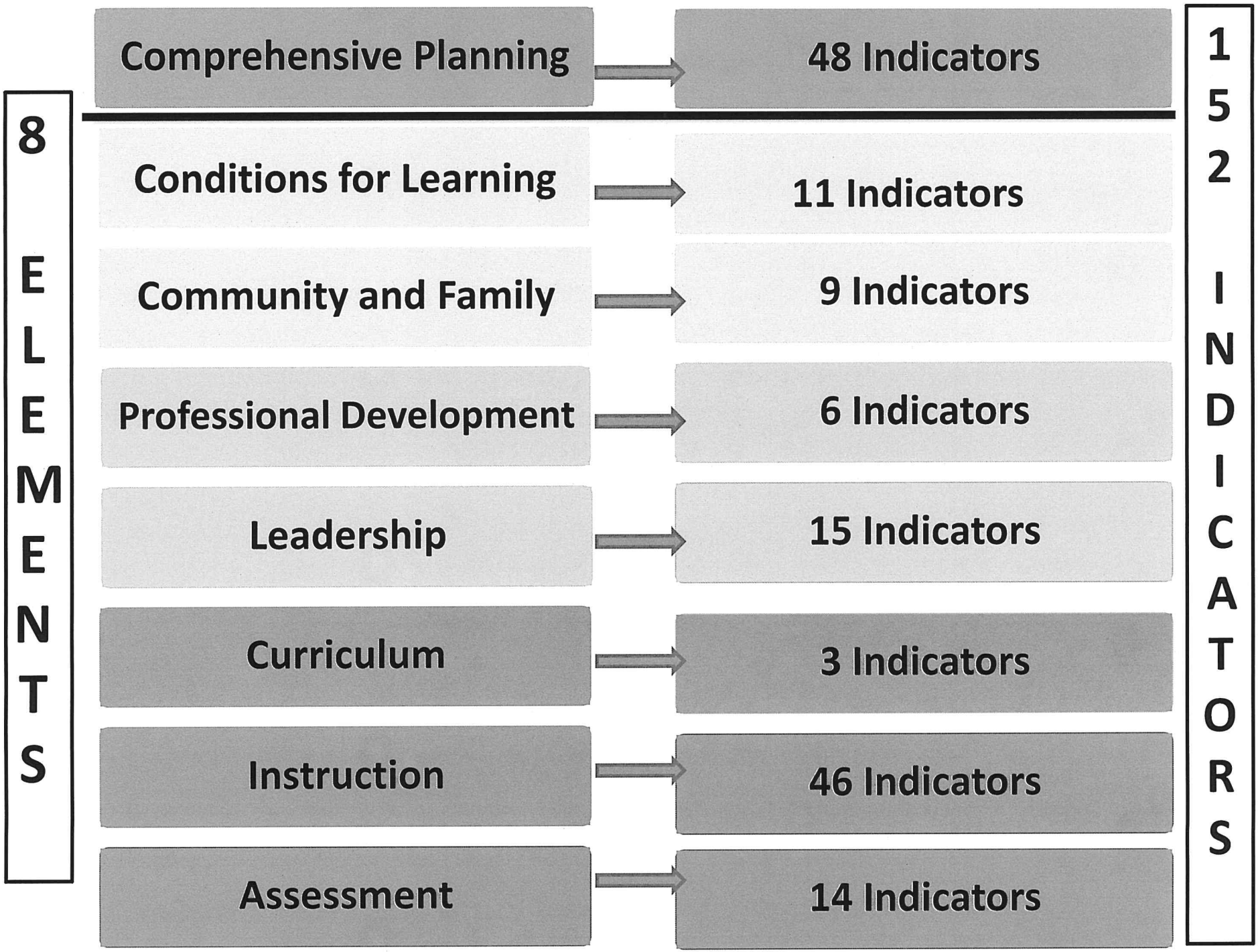

4 CATEGORIES
Continuous Improvement
Comprehensive Planning
Learning Environment
Conditions for Learning
Community and Family
Educator Quality
Professional Development
Leadership
Teaching and Learning
Curriculum
Instruction
Assessment
8 ELEMENTS


8 ELEMENTS
Comprehensive Planning
48 Indicators
Conditions for Learning
11 Indicators
Community and Family
9 Indicators
Professional Development
6 Indicators
Leadership
15 Indicators
Curriculum
3 Indicators
Instruction
46 Indicators
Assessment
14 Indicators
152 INDICATORS

Reports - Assessment Report

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.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is one of the specific reasons the BLT was created. Each year there are new members, so there will always be a learning curve with the adding of more and different people.	

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:	They are on file with our secretarial staff and on the staff portal drop box.

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.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)

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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 BLT meetings are scheduled for two times a month for at least 60 minutes. All members are expected to attend.	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We use various means to communicate. Exit cards at faculty meetings, face-to-face meetings, email, etc.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The BLT is learning what quantitative & qualitative data it should be using to help make SIP decisions. We use surveys, face-to-face meetings, presentations at faculty meetings, and more.		

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CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The ROE safety inspections confirm this indicator.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	All teachers are required to communicate a learning objective for learning purpose each day in their classroom. The faculty is working with the Atlas online curriculum to ensure alignment to standards.		

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Curriculum revisions have been under way by department. The goal is to have this project be complete by August of 2014.		

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IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is located in the skyward student management system.	

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:	Yearly learning goals are proposed for the school by the building leadership team. Then those goals are approved of by the faculty and administration. The goals are listed in the school charter and school improvement plan.	

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	This is part of the charter and SIP creation. Data analysis is a skill that all BLT members are working towards.		

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Reports - Assessment Report

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:	Building leadership team, district leadership team, professional development team, grade level teams, houses (middle school structure) and departments all incorporate shared decision making and teacher leadership.	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Agendas and work products are now more digital than physical. Although there is not a "physical" folder, agendas minutes and work products are easily accessible.	

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:	Building leadership team meets twice a month.	

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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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The building leadership team reports all minutes to the entire staff and reports at each faculty meeting. Staff interviews are often conducted by building leadership team members.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Building leadership team looks at data regularly but not classroom observation data.		

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	School environment is very positive but it is hard to say if it will ever be fully implemented.		

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IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Instructional objectives are expected to be posted in each classroom. Power standards and instructional objectives were developed in CCS for ELA and math.		

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Written curriculum is developed for most classes. With eh advent of the CCS, curriculum needs to be re-written.		

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Student data is housed physically within the building but also through online data warehouses.	

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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.	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:	Building leadership team sets goals and reviews student learning data for some of the goals but not all.		

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:	Building leadership team receives student achievement data for review.	

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Reports - Assessment Report

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:	The District has Building Level Teams established.	

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:	Minutes and agendas of faculty, grade level, and team meetings are maintained and archived in a DropBox folder with proper accessibility maintained each year.	

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.	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)	

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Current level of development or implementation:	Teams at Millikin meet at least once a month as a Building Team and once a month as an Elementary Team. Some meetings are called on a needs basis.

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Building team members are in constant communication with staff through common planning time, emails, staff meetings, and hallway conversations.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The Principal looks at data and classroom observation data regularly to make decisions, where the Building Leadership Team does not normally look at data unless presented to them. BLT team will collect testing data analysis strategies staff members use to share with entire staff through monthly staff meetings and emails.		

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CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Working on making a safe, welcoming and conducive to learning environment is ongoing. We try to proactively address issues. Issues are addresses as they present themselves.		

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Units of instruction have been written in using the Illinois State Standards. Teacher teams are currently working on rewriting the units to match the Common Core Standards.		

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

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Current level of development or implementation:	Currently units of instruction have been aligned with the Illinois State Standards. Units are being written to align with Common Core.

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District uses Skyward as a central database for students. The District has also purchased services from ECRA for student test scores.

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	At the beginning of each year, the Building Leadership Team looks at student data to set goals for the school.		

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

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Current level of development or implementation:	The Building Leadership Team is using data from ISAT and Discovery Education to make decisions.

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Reports - Assessment Report

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:	Our district has established district and building leadership teams. Northside's school improvement team meets at least twice a month to review and incorporate our school improvement goals. Agendas and minutes are distributed and kept.	

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:	Yes, the Principal maintains a file of the agendas, work products, and minutes of all teams.	

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:	Our leadership team (known as our building leadership team) meets at least twice a month and more if needed. Grade level meetings and RtI meetings are held with respective team members monthly as well.	

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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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	As per our building leadership team charter, our team will distribute minutes and communicate information to the rest of the staff.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	School performance data is reviewed on a regular basis and updates/changes are made to curriculum as needed. Building professional development agendas will be developed through the use of data collection.	

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:	This is a district wide elementary school goal and is an ongoing assessment piece.	

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IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Our district is currently implementing common core curriculum. The district has created power standards, written lesson objectives, created assessments, and are in the process of creating units of instruction for Language Arts. Math has already been through all of the steps mentioned above. The district will complete a similar process in a two-three year time frame once NGSS (next generation science standards) are released.		

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers have a written curriculum according to common core standards except for the specific assessment piece in Language arts. Science is developing at this time.		

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	

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Evidence that this indicator has been fully and effectively implemented:	Skyward and discovery education systems/data bases are being used to house this information. Teachers have access to all of this information.

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	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:	Learning goals are created by the leadership team, but it not solely guided by student learning data. Other data pieces include teacher and staff input.		

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:	The leadership team regularly reviews student learning data during their meetings.	

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Reports - Assessment Report

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:	The District has moved to a Leadership Team Model. There is a District Leadership Team, each school has a Building Leadership Team, and all 3 elementary school BLT members meet once a month as an Elementary Learning Team. Leadership Teams complete a team charter with Goals, Smart Objectives, Strategies/Actions, and Evidence of Achievement to monitor success. A Title I annual meeting with parents goes over survey data and a needs assessment that is handed out to teachers, parents, and administration.

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:	Principals keep notes/agendas from team meetings of all leadership teams that they serve on in the District.

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.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

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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:	Leadership teams currently meet once a month for an hour or more. Leadership teams consist of teachers and administrators. Work includes but is not limited to looking at student assessment data to drive instruction.	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The BLT reports out monthly to staff at faculty meetings.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	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:	Currently the RTI team looks at Fountas and Pinnell Data to measure student growth along with aimsweb data. Teachers in grade levels look at Discovery Education Data. The Leadership team is aware of a new Student Growth Model entitled ECRA that will track and list out higher than, expected, or lower than expected growth. More work with dissecting this data at the leadership team level is needed.		

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CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Reviewed ongoing through the leadership team and from face to face contacts with staff.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)	SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	There are posted objectives in all teachers classrooms.	

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	District is in transition to new Common Core Standards Curriculum. Units of instruction, Power-Standards, and Assessments are in progress.		

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IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Skyward is used for this.	

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Leadership team does set goals but not all of them are based upon achievement data.		

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	Data is looked at by the building leadership team a few times a year.		

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Summary Report

Report Description: This report displays summary information such as the number of meetings held, numbers of indicators assessed and planned, number of forum comments, and forms submitted, as well as Rising Star leadership team information.

Support for District Improvement Summary Report

Members of the Rising Star Leadership Team

Role	Name
District Improvement Team Member	Alexis Schnowske, Dee Humphries, Doug Ford, Jennifer Johnson, Jill DePauw, Rachel Hamilton, Tami Monier, Tara Laingen, Tim Gronski
Technology Plan User	James Roodhouse

Team Meetings

Date of first Meeting Minutes entered	
Date of last Meeting Minutes entered	
Total number of Meeting Minutes entered to date	0
Average number of Team members present at meetings to date	0
Number of Meeting Minutes entered in last 3 months	0
Average number of Team members present in last 3 months	0

Indicators

Total number of Indicators assessed to date	9
Total number of Indicators assessed and Not Included in Plan	0
Total number of Indicators planned to date	7
Total number of Tasks entered to date	3
Total number of Tasks completed to date	0
Total number of Objectives Fully Implemented	2

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Progress by Categories and Sections

Assessed: number of indicators assessed out of the total number of indicators in that section /subsection

Planned for: number of objectives planned for out of the number of objectives available to plan for in that section/subsection (Indicators assessed as Fully Implemented or No development/Not in Plan will not be shown here)

Met with Evidence: number of indicators that were fully implemented from the initial assessment and total objectives in this section/subsection that have been planned for and have reached full implementation out of the total number of indicators.

Category Name	Section Name	Assessed	Planned for	Met with Evidence	
				Initially Assessed as Fully Implemented in Step 2 - Assess Indicators	Indicators Planned for and reached full implementation
Continuous Improvement	District Vision and Direction	3 of 5	3 of 5	0 of 5	0 of 5
	District and School Improvement Processes	3 of 20	2 of 20	1 of 20	0 of 20
	District Allocation of Resources for School Improvement	2 of 9	1 of 9	1 of 9	0 of 9
	District Support for School Improvement and Student Achievement	1 of 14	1 of 14	0 of 14	0 of 14
	Teacher and Leader Effectiveness and Supports	0 of 2	0 of 2	0 of 2	0 of 2

Continuous Improvement Forum

Number of Comments entered to date	0
Number of Comments entered to last 3 months	0
Number of LEA(Districts and Schools) Responses to Comments to date	
Number of LEA(Districts and Schools) Responses to Comments in last 3 months	

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