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Contact Information			
District Name:	Urbana SD 116	District Address:	PO Box 3039
City/State/Zip:	Urbana, IL 61803 3039	RCDT Number:	090101160220000
Superintendent:	Dr. Preston Williams Jr	Superintendent Email:	pwilliams@usd116.org
District Phone:	2173843636	District Fax:	2173374973

Process Manager		Improvement Coach		Primary Contact for RTTT3	
First Name:*		First Name:*		First Name:*	
Last Name:*		Last Name:*		Last Name:*	
Position:		Position:		Position:	
Phone:*		Phone:*		Phone:*	
Fax:		Fax:		Fax:	
Email:*		Email:*		Email:*	

District Improvement Team

Name	Association	Phone	Email
Alexis Jones	District Staff	2173843680	ajones@usd116.org
Beth Hand	Teacher	2173843602	mhand@usd116.org
Christopher Fuller	District Staff	2173843500	cfuller@usd116.org
Donald Owen	District Staff	2173843651	dowen@usd116.org
Jean Korder	District Staff	2173843579	jkorder@usd116.org
Jennifer Frerichs	District Staff	2173843600	jfrerichs@usd116.org
Joseph Wiemelt	District Staff	2173843600	jwiemelt@usd116.org
Katherine Barbour	District Staff	2173843680	kbarbour@usd116.org
Linda Gibbens	District Staff	2173843680	lgibbens@usd116.org
Natalee Bretz	District Staff	2173843680	nbretz@usd116.org
Preston Williams	Superintendent	2173843600	pwilliams@usd116.org
Tracy Welch	Teacher	2173843685	twelch@usd116.org

District Data - Report Card Analysis

Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

The percentage of student who met state standards as measured by the ISAT and PSAE is not keeping pace with the Illini Equal Steps AYP benchmarks. For 2011, the AYP target was 85% of students meeting or exceeding on state tests. In reading, only 70.7% of the students met or exceeded and 75.2% of the students met or exceeded in math. The following sub-groups did not meet in either reading or math: Black (Reading, 55.4%; Math, 58.6%); Hispanic (Reading, 54.2%; Math, 70.9%); LEP (Reading, 61.3%, Math, 75.8%); Students with Disabilities (Reading, 35.8%; Math, 43.9%); Economically Disadvantaged (Reading, 59.6%; Math, 66%).

Since 2003, the overall % of students meeting or exceeding on ISAT has increased from 57% to 76%. In that same time period, the percent of students meeting or exceeding on PSAE has decreased from 62% to 41%. While these trends are very concerning, Urbana School District does not define itself, its schools, or its students based on the results of a single multiple-choice test.

ISAT Reading Cohort Data:

An analysis of ISAT Cohort Data from the IIRC website shows that groups of students make progress over time. The 2003 Cohort had 61% of the students meeting or exceeding when they were in 3rd grade, and 75% of the students meeting or exceeding when they were in 8th grade in 2008. The 2006 Cohort had 62% of the students meeting or exceeding when they were in 3rd grade, and 79% of the students meeting or exceeding when they were in 8th grade in 2011.

ISAT Reading Achievement Gaps:

An analysis of ISAT Achievement Gap data in reading indicates that the over the time period 2006-2011 in grades 3-8, the average achievement gap between Black and White students decreased by 10

percentage points. In that same time period, the average achievement gap between Free and Reduced Lunch Students and non-FRL Students decreased by 5 percentage points. However, the average gap between IEP and non-IEP students increased by 2 percentage points.

PSAE Reading:

In general, PSAE Reading scores have declined from 2006-2011. A closer look at the data suggests that there is a decrease in the percentage of students exceeding (23% in 2006; 10% in 2011) and an increase in the percentage of students in the below range (31% in 2006; 43% in 2011). As noted earlier, increases made on ISAT scores in reading seemed to correspond to decreases on PSAE scores in reading. This disconnect makes it difficult to create a system-wide plan for increasing scores on these two assessments.

PSAE Reading Achievement Gaps:

On the PSAE Reading, the achievement gap between Black and White students decreased from 58 percentage points in 2006 to 42 percentage points in 2011. The achievement gap between FRL and non-FRL students has stayed relatively constant in the upper 30s and lower 40s in the testing cycles between 2006 and 2011. However, the achievement gap between IEP and Non-IEP students decreased from 49 percentage points in 2006 to 24 percentage points in 2011.

ISAT MATH Cohort Data:

Cohort data from the ISAT Math has remained relatively flat with the 2003 Cohort having 73% of the students meeting or exceeding in 3rd grade (2003) and 72% of the students meeting or exceeding in 8th grade (2008). The 2006 Cohort had 81% of students meeting or exceeding in 3rd grade (2006) and 78% of the students meeting or exceeding in 8th grade (2011).

ISAT Math Achievement Gaps:

An analysis of ISAT Achievement Gap data in Math indicates that the over the time period 2006-2011 in grades 3-8, the average achievement gap between Black and White students decreased by 4 **percentage points from 27.8 to 23.6. In that same time period, the average achievement gap between Free and Reduced Lunch Students and non**-FRL Students also decreased by 4 percentage **points.** However, the average gap between IEP and non-**IEP students increased by 2 percentage points.**

PSAE Math:

In general, PSAE Math scores have dropped from 55% of students meeting and exceeding in 2006 to 41% of students meeting and exceeding in 2011.

PSAE Math Achievement Gaps:

On the PSAE Math, the achievement gap between Black and White students decreased from 52 percentage points in 2006 to 44 percentage points in 2011. The achievement gap between FRL and non-FRL students has increased from 37 percentage point to 46 percentage points in the testing cycles between 2006 and 2011. However, the achievement gap between IEP and Non-IEP students decreased from 47 percentage points in 2006 to 37 percentage points in 2011.

AMAO Data:

From 2004-**2009, the district met all three AMAO targets for LEP students. In 2010 and 2011, the LEP students met English Proficiency targets and Progress in English targets, but did not meet AYP** Subgroup targets.

> 🔍 **Analysis -** What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Strengths:

- Overall gains in all elementary and middle schools in subgroups and total scores over the last six years.
- A slight closing of the achievement gap for Black and Low Income students in grades 3-8.
- A slight closing of the achievement gap for Black students in high school.
- Schools in all levels being recognized for implementation of PBIS, AP programs, and SEL supports for students.

Weaknesses:

- Relatively flat scores overall between 2009 and 2011.
- Overall decrease in the % of students meeting or exceeding in high school.
- Students with Disabilities are not meeting standards in Reading.

External Factors:▫

- The percent of LEP students increased from 4.9% (2002) to 9.9% (2010) and the state is using the ISAT/PSAE in English to determine AYP.▫
- The mobility rate for the district has been between 20% and 28% between 2002 and 2010.
- PSAE is a norm-referenced test, whereas ISAT is mostly a criterion-referenced test.
- State financial crisis, cut funding of Reading Improvement, Textbook Loan and Safety Block Grants, which were used for interventions, professional development, core materials and targeted supports.

Internal Factors:

- The adoption of the Strategic Plan has focused the district's energy and resources on local assessments and personally challenging academic goals for students.
- Instructional coaches at UMS and UHS had provided job imbedded professional development to focus conversations on student learning and instruction.
- Implementation of "Collaborative Framework" which integrates three tiered support model for both academic and behavior.
- Refinement and strong implementation of RtI at elementary level means that students who have IEPs are more likely to struggle with academic testing situations than students who had IEPs in **2003. The different criteria for labeling a student Special Education, as well as the early intervention, means that the academic profile of the Special Education subgroup has shifted with the** implementation of RtI.

- Beginning to implement Response to Intervention at the secondary level.
- Involvement in the IL-PBIS Tertiary Replication project.
- Ongoing professional development for math and literacy and social and emotional learning
- Piloting and implementation of SEL curriculum at all level..
- District lacks central database for student achievement data that can be used to correlate state mandated assessments to local data points (e.g. DEA, DIBELS, attendance, discipline, grades).
- With the adoption of new LD criteria and RtI problem solving, the number of SLD identified students at K-5 has dropped between 2005-2008.¤
- Extended learning opportunities (after school, Saturday school, Summer school) academic programs in reading and math (funded by grants and local funds).
- Implementation of co-taught special education classes at the high school level.

Conclusions - What do these factors imply for next steps in continuous improvement planning? Address these improvement priorities in Assess Indicators (Step 2), Create Plan (Step 3) and Monitor Plan (Step 4).

Next Steps:

- District should focus on formative assessment for teachers, students, and parents.
- District should work on creating a system for sharing student assessment data in a user friendly format to improve instruction and learning.
- Assessment and reporting systems should be aligned to Common Core State Standards.
- Parent engagement should be family friendly and focused on student learning.
- Technology should be acquired and implemented to support student learning and facilitate analyzing student growth over time.
- Students should be taught how to monitor their own progress and set personally challenging educational goals.
- District and building initiatives should be evaluated for their impact on student learning.

District Data — Local Assessments

Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

The local assessment data used in this plan consist of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Discovery Education Predictive Assessment Series (DEA) online assessment in reading and math, Logramos, and the PLAN and EXPLORE tests. The DIBELS are given to every student in grades K-5, and AIMSWeb R-CBM and M-CAP prompts are used as a curriculum-based-measure for progress monitoring of targeted students' reading and math growth in grades 6-8. In grades K-5 the DIBELS are given to all students three times a year as universal screeners in literacy. The TL assessment is given to all students in reading and math in grades 3-8 and is administered three times per year. The Logramos is used to determine growth in reading and math for native Spanish-speaking students in grades K - 8. The high school administers the Explore to 9th graders and the Plan to 10th graders. At the elementary and middle school level, RtI problem solving teams use DIBELS and TL assessment data to help make instructional decisions and determine specific interventions at the Tier II and Tier III levels. At the high school level, department and leadership teams use Plan and Explore data to make curricular decisions as well as placement decisions.

Analysis of Local Data:¤DIBELS: The local DIBELS assessment data for the Fall 2010 benchmark shows that students' Oral Reading Fluency in grades 2-5 is either Emerging or Established for between 63 % to 72% of students district wide.¤DEA Reading: In grades 3-5, the DEA scores for reading were between 63% and 67% of the students overall meeting or exceeding benchmarks. In grades¤6-8, the TL scores for reading were between 68% and 77% of students overall meeting or exceeding benchmarks.¤DEA Math. In grades 3-5, the TL scores for math were between 81% and 96% of the students across the district meeting or exceeding benchmarks. In¤grades 6-8, the TL scores for math were between 78% and 89% meeting and exceeding benchmarks.¤Logramos: The Logramos scores indicate **that average percentile rank for students ranges from the 58th to 76th percentile.**

Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Strengths:

- Overall gains in all elementary and middle schools in subgroups and total scores over the last six years.
- A slight closing of the achievement gap for Black and Low Income students in grades 3-8.
- A slight closing of the achievement gap for Black students in high school.
- Schools in all levels being recognized for implementation of PBIS, AP programs, and SEL supports for students.

Weaknesses:

- Relatively flat scores overall between 2009 and 2011.

- Overall decrease in the % of students meeting or exceeding in high school.
- Students with Disabilities are not meeting standards in Reading.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the district.

External Factors:▫

- The percent of LEP students increased from 4.9% (2002) to 9.9% (2010) and the state is using the ISAT/PSAE in English to determine AYP.▫
- The mobility rate for the district has been between 20% and 28% between 2002 and 2010.
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Internal Factors

- The adoption of the Strategic Plan has focused the district's energy and resources on local assessments and personally challenging academic goals for students.
- Instructional coaches at UMS and UHS had provided job imbedded professional development to focus conversations on student learning and instruction.
- Implementation of **"Collaborative Framework"** which integrates three tiered support model for both academic and behavior
- Refinement and strong implementation of RtI at elementary level means that students who have IEPs are more likely to struggle with academic testing situations than students who had IEPs in **2003. The different criteria for labeling a student Special Education, as well as the early intervention, means that the academic profile of the Special Education subgroup has shifted with the** implementation of RtI.
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- Involvement in the IL-PBIS Tertiary Replication project.
- Ongoing professional development for math and literacy and social and emotional learning
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- District lacks central database for student achievement data that can be used to correlate state mandated assessments to local data points (e.g. DEA, DIBELS, attendance, discipline, grades).
- With the adoption of new LD criteria and RtI problem solving, the number of SLD identified students at K-5 has dropped between 2005-2008.▫
- Extended learning opportunities (after school, Saturday school, Summer school) academic programs in reading and math (funded by grants and local funds).
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Conclusions - What do these factors imply for next steps in continuous improvement planning? Address these improvement priorities in Assess Indicators (Step 2), Create Plan (Step 3) and Monitor Plan (Step 4).

Next Steps:

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- Parent engagement should be family friendly and focused on student learning.
- Technology should be acquired and implemented to support student learning and facilitate analyzing student growth over time.
- Students should be taught how to monitor their own progress and set personally challenging educational goals.
- District and building initiatives should be evaluated for their impact on student learning.

Technology Data - Analysis

Summary - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Analysis - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?

Conclusions - What do these factors imply for next steps in continuous improvement planning? Address these improvement priorities in Assess Indicators (Step 2) and Create Plan (Step 3).

	Step 2 - Assess Indicators District Vision and Direction	

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	During the 2009-2010 and 2010-2011 School Years, the district worked with Cambridge Strategic Services to create a five-year Strategic Plan with broad community input. The plan was adopted by the BOE in March 2011, and has been presented to many community groups and it also is on our webiste and in many district brochures.	

CII1	The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321) **RT3 Expectations:** The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.	RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	During the 2010-2011 School Year, Urbana School District #116 completed the framework for a five-year strategic plan using the Cambridge Strategic Planning Associates as a model and external facilitators. In April 2011, the Board of Education approved the plan and the district administration began implementing the first year of the plan during the 2011-2012 school year. In order to continue this work, the district administration will need review progress toward the specific results outlined in the strategic plan. This review will be held annually.	

CII5	The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district often celebrates successes at BOE Study Sessions, through press releases, the district web page, presenting at conferences, Twitter, and working with local press.	

IA08	The school board and superintendent present a unified vision for school improvement. (1124)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The adoption of the Strategic Plan in March of 2011.	

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Superintendent and his team report to the BOE on a regular basis about progress on the Strategic Plan and student achievement.	

Step 2 - Assess Indicators
District and School Improvement Processes

CII2	The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323) **RT3 Expectations:** The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).	RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district improvement plan is tied directly to the district's Strategic Plan, and student academic, physical, social-emotional, and behavioral development are all components of the Strategic Plan. The district is in the process of CCSS Curriculum Audits to align the district curriculum and instruction to the increased rigor of the Common Core Standards. The district is in it's third year of implementing PBIS at all levels. Ongoing professional development and resources will need to be allocated to continuing the focus on student success in all areas. Funding sources must be found to pay for new materials in ELA and Math to align to the CCSS.	

CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3
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:	Two schools were required to complete School Improvement Plans this year as part of ISBE's monitoring of AYP. As schools are required to complete revised SIPs, each plan is assessed internally for alignment to the district's Strategic Plan, Goals, and Objectives. Because our district is part of the Continuous Improvement Process, all school level improvement plans will be revised and aligned by the end of the 2012-2013 school year.	

IA01	The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117) **RT3 Expectations:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.	SC,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Superintendent meets with local community leaders on a regular basis, and representatives from a variety of local government agencies were invited to participate in the district's creation of the Strategic Plan. Building partnerships with civic and community organizations is a specific strategy in the Strategic Plan.	

IA02	The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118) **RT3 Expectations:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.	SC,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district has close ties to the University of Illinois, several health and mental health partners, as well as other community organizations. Representatives from a variety of local community agencies meet regularly with district leaders, and all were invited to participate in the district's creation of the Strategic Plan. Building partnerships with civic and community organizations is a specific strategy in the Strategic Plan.	

IA03	The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119) **RT3 Expectations:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.	SC,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The district has an active Parent Advisory Committee through Title I and each building maintains a building Parent Advisory Committee. Parent engagement is also one of the seven strategies in the Strategic Plan. The district uses a wide variety of methods to engage parents in their childrens' schools and achievement.

IA07	In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups (1123)	SS,ELL

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Currently, the district is transitioning between AYP targets as defined by ISBE and NCLB, and the the achievement targets defined by our Strategic Plan (which refers to local assessments).

IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3

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:		Several buildings have specific school improvement committees, while other buildings function as Professional Learning Communities. The district and buildings have multiple committees that serve to provide feedback regarding school and district improvement. The Strategic Plan states that the district will systematically organize itself as a professional learning community.

IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	When a school faces Restructuring under NCLB, the joint decision of committees and the BOE was to engage in other forms of restructuring that fundamentally change the governance and staffing and/or the student achievement of the school. Currently we have two schools in Restructuring, Urbana Middle School and Urbana High School, which have followed this model. The Restructuring Committees researched best-practices from a variety of sources, including the What Works Clearinghouse.	

IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Two schools in the district have gone through a restructuring process that involved a community of stakeholders to develop school improvement plans based on the particular strengths and weaknesses of each individual school. The School Board approved the restructuring plans for both schools, and both schools have continued to evaluate and monitor their plans and update them to the BOE.	

IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district has ensured success of the restructuring plans for each of the restructuring schools by allocating adequate resources to allow for full fidelity and implementation of the plans. These resources have allowed for instructional coaching positions to support job-embedded professional development and new teaching positions to support a team structure. The district also allocated state money to support RESPRO, which continues to be supported through district funding and The Strategic Plan.	

IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Both restructuring schools have developed plans that include both changes in governance and a detailed plan for school improvement. As part of their restructuring plans, both schools practice new frameworks for school governance that include the creation of school improvement planning teams comprised of elected representatives from the staff. The primary purpose of these school improvement planning committees is to revise and evaluate school improvement plans and initiatives. They also review and evaluate task force recommendations, and address issues brought back from parent advisory committees and district administration.	

IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All improvement and restructuring plans include research-based, field-proven programs, practices, and models. These include instructional coaching, RtI, PBIS, Language!, STEM, Second Step, after school academic and enrichment programs, and diagnostic tools, such as DIBEL's NEXT. Additionally, as outlined in The Strategic Plan, all district programs, practices, and models are continuously evaluated and assessed to ensure implementation and fidelity.	

IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district has a clear vision as outlined in The Strategic Plan. All school improvement and restructuring plans are guided by our Strategic Plan.	

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal of each restructuring school is a highly-qualified and professionally trained administrator. The district has a systematic process in place for the hiring and selection of building principals that involves a community of stakeholders to ensure that an empowered change agent is appointed to head each restructuring school.	

IB10	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district ensures that the principal of each restructuring school is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning by regularly monitoring and evaluating each principal's practices of the Illinois Professional School Leader Standards, and also by parent feedback on surveys and the District's Parent Advisory Committee.	

IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district has a five year Strategic Plan in place that has been broken down into attainable, achievable, SMART goals by year.	

IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (1143)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have a proactive, systematic process to quickly identify and solve problems, setbacks, resistance, and obstacles. As a Professional Learning Community, we anticipate these because we are in such close communication with our stakeholders.	

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All schools have incorporated school improvement planning teams into their school improvement plans and school governance policies.	

ID02	All teams have written statements of purpose and guidelines for their operation. (1153)	
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:	Most of our schools function as Professional Learning Communities, therefore all of our professional learning communities and school improvement teams have created and/or revised mission statements aligned with the Strategic Plan. All district and building Parent Advisory Committees have re-aligned their work to the Strategic Plan. Some of our schools have set norms and procedures for arriving at group consensus, but may not have these guidelines in writing.	

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. (1154)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	School improvement planning teams regularly look at, analyze, and assess school data, and use it to make decisions about school improvement and professional development needs.	

Step 2 - Assess Indicators
District Allocation of Resources for School Improvement

CII4	The district provides and maintains for schools the technology, training, and support needed for effective application of assistive technology. (2325)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Technology is an action plan in our district Strategic Plan. Strategy 7 of the district's Strategic Plan includes providing staff with up to date technology in an ever changing landscape. Support and training is ongoing. All special education classrooms have purchased iPads for instruction and assistive support for students. Title I funds have been used to purchase iPads and iPod Touches for elementary instructional and intervention uses.	

IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)	
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	The district does not have any "hard-to-staff restructured schools".	

IA05	The district builds partnerships/contracts with external providers to provide critical services in restructured schools and schools in status based on data-driven identified needs. (1121)	CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	SES - contracted with additional services through supplemental educational providers. 21st Century Community Learning Centers for schools in status. School-Based Mental Health grant funding which provided linkages to tertiary supports and community resources. SEL grant funding which allowed us to pilot, then implement SEL curriculum and assessments at K-8. IL - PBIS Tertiary Replication Project promotes collaboration with mental health service providers.	

IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3
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:	This really depends on the definition of "integrated". The district provides technology, support, and training for data collection, reporting, and analysis, but it is not integrated. The district has a SMS (Skyward) that is not integrated with assessment databases (IIRC, AIMSWeb, DEA, SWIS). ISBE has not provided districts with a clear, concrete vision of the data integration (ingestion) for ISLE. The district has started a SIF integration project but it is on hold until we get further direction about how to proceed to align with ISLE.	

IA10	The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126) **RT3 Expectations:** The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.	CL,SP,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district regularly reviews local needs assessments and adapts PD plans to meet the needs.	

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)		SS,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The district ensures that key pieces of data are available at the district, school, and classroom levels, but is not always integrated or user-friendly. All schools collect and share key pieces of data on a regular basis. The district has set guidelines about what pieces of data principals are to share, and when, but it is not a comprehensive list.		

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **RT3 Expectations:** The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.	ELL,SP,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The district has partnered with UIUC for years regarding preparing and recruiting instructional leaders. The district has also worked closely with the Illinois New Teacher Collaborative to provide strong induction and mentoring for new teachers.

IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	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:	The schools regularly look at data to create their SIPs and the district has started to examine school improvement strategies being implemented across the district using classroom walkthrough data. As part of the Restructuring process at Urbana High School, the district developed a rubric to evaluate program effectiveness, but the rubric has not been implemented at all. The District Monitoring Team was established as part of the Restructuring process of both Urbana Middle School and Urbana High School, but has not met formally for over a year due to the importance of the Strategic Plan. The district continues to develop systems for sharing and modifying improvement strategies and school improvement plans between schools on a regular basis to foster collaborative conversations.	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	The district ensures that key pieces of data are available at the district, school, and classroom levels, but is not always integrated or user-friendly. All schools collect and share key pieces of data on a regular basis. The district has set guidelines about what pieces of data principals are to share, and when, but it is not a comprehensive list. As part of Race to the Top, the district will implement ISLE to facilitate the schools' data management and integration needs.

| Step 2 - Assess Indicators |
| District Support for School Improvement and Student Achievement |

D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) **RT3 Expectations (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3

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:	Much of the professional development associated with the district's Strategic Plan is focused on "differentiating instruction," but the district is not comfortable with stating that every teacher fully differentiates the curriculum to meet the needs of all learners. ISBE has not provided a clear and concrete vision of "learning maps."	

D13	The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development. (2329) **RT3 Expectations:** The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)	RT3,RTI

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Every school is implementing the RtI system at a level that is appropriate to each building. We have a district-wide RtI committee that is recommending guidelines that provide consistency across all buildings. We continually blend both the behavioral and academic sides of the RtI triangle to meet the needs of all students. We provide ongoing support, training, and professional development about RtI.

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	SC,SP,RT3

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	As part of the Strategic Plan, the district has implemented curriculum, instruction, and student engagement classroom walkthroughs to ensure fidelity of curriculum implementation. We have collected this walkthrough data during the 2011-2012 school year and we are just beginning to analyze that data at the building and district level. The district is currently working to align curriculum and assessment systems with the ILS incorporating CCSS through curriculum and assessment working committees, made up of teachers, administrators, and district office staff. We have a comprehensive professional development plan focusing on a systematic implementation of a comprehensive assessment system. The district has used a Standards Based Report Card System (K-5) for six years. The district anticipates adding grades 6-12 in future years, however, the new ISBE reporting system of Course Assignment Report requires letter grades and is not aligned to Standards.	

D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.	SC,RT3

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	We currently have STEM courses available at the secondary level, but implementation of the RTTT3 indicator would require modification of curriculum, and the potential hiring or reassignment of faculty positions (depending on programs of study). The district has yet to complete a comprehensive analysis of which programs of study would best meet the needs of our students and community.

IA12	The district intervenes early when a school is not making adequate progress. (1128)		SP
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:	Members of the Curriculum and Instruction team meet with the building principal and members of the school improvement team to review building data and brainstorm strategies for meeting identified needs. The District Office provides supports and technical assistance to building school improvement teams as they implement changes. There is little opportunity for follow-up and monitoring. The district could provide more coaching and support for building leaders.		

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (1129)	SP,RTI,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Every school is implementing the RtI system at a level that is appropriate to each building. We have a district-wide RtI committee that is recommending guidelines that provide consistency across all buildings. We continually blend both the behavioral and academic sides of the RtI triangle to meet the needs of all students. We provide ongoing support, training, and professional development about RtI.	

IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (1131)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The district allows school leaders reasonable autonomy to facilitate change, which involves risk, and is necessary to stimulate creativity, innovation, progress and growth.	

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)	SP
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:	All schools report and document their "building happenings" to the superintendent on a monthly basis either at Cabinet Meetings or Principal's Meetings. These "building happenings" consist of activities and are not focused on student learning.	

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Assistant Superintendent of Curriculum and Instruction is the main contact person for all of the schools, maintaining close communication with the school and the principal concerning the school's progress.	

IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (1146)		
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:	District and school decision makers meet as a whole group twice a month at Cabinet and Principal's Meetings. Schools report on "building happenings", but we would like to move towards a deeper discussion of the schools' progress of student learning.		

IC04	District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (1147)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Strategic Plan outlines the scope of site-based decision making and school leadership. Central Office builds leadership capacity through a variety of leadership opportunities for teachers and other building leaders as well as ongoing district initiatives.	

IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148) **RT3 Expectations:** The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The district has completed many documents that address essential learning outcomes based on the Illinois Learning Standards Incorporating the Common Core. It has operated through the process of curriculum committees, convened by the District's curriculum oversight body, and Program Council, which meet on a rotating basis to ensure that all content areas are reviewed and revised on a regular basis. Teacher leaders are recruited to serve on Curriculum Committees because of strong content knowledge or knowledge of curriculum, instruction, and assessment by building principals and Central Office staff. The district's Director of Curriculum, Instruction, and Assessment facilitates the work of all curriculum committees. The charge of the curriculum committees is to align the written, taught, and tested curriculums across all grades (PreK - 12) and to fully align the curriculum in all content areas with the Common Core and Illinois Learning Standards as they are adopted and/or revised by the Illinois State Board of Education. Beginning in the 2011-12 school year, two committees of teacher-leaders, representing various levels and buildings have met to align the English/Language Arts (ELA) and Mathematics curriculums with the Common Core. The documents prepared for teachers will include a list of all standards to be mastered by students, a designated list of Priority Standards and Safety Net Skills, a list of standards unpacked into student-friendly Learning Targets, recommendations for summative and formative assessments, recommended pacing guides, and materials/resources for each grade level or course. All curriculum documents will be housed on the district's intranet for easy access by all teachers, and the list of Safety Net Skills for mastery at each level will also be posted on CIA homepage that is accessible from the parent link on the district's website. The District expects that committees for ELA, Mathematics, and Science will have completed the alignment with the Common Core and the Next Generation Science Standards by the 2013-2014 school years, and that other content areas will follow suit according to the rotating calendar established by Program Council. The district monitors and supports its curricular expectations by providing regular, ongoing professional development opportunities and through administrative walkthroughs. The district also supports a mentor network for novice teachers assigning one-to-one mentors and supported by on-going professional learning.

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Professional development is built into the school schedule during designated staff development days throughout the school year which focus on The Strategic Plan and other district initiatives. Professional development is built into the school schedule through staff, department, and grade-level meetings which allows discretion in selecting topics that fit individual school improvement plans. Professional development is also provided at the secondary level through job-embedded instructional coaching.	

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Professional development for support staff is built into the schedule on a designated district staff development day once per school year. Each department (e.g., clerks, custodians, cooks) has additional training based on their specific positions with their supervisors throughout the school year. Plans are in place for additional training for support staff, but may require changes in budget conditions.	

Step 2 - Assess Indicators
Teacher and Leader Effectiveness and Supports

RT3-1	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. **RT3 Expectations:** The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.	RT3

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 district is in the process of creating protocols for teacher and principal evaluation systems in accordance to the guidelines provided by the State BOE related to Senate Bill 7. We have convened a joint committee for an examination of Reduction in Force and are in the research phase of developing a student growth model. The evaluation committee and the administrative team will review the rubrics provided by the state and the district's rubric to ensure it closely aligns with and follows guidelines outlined in the legislation.	

RT3-2	The district provides induction and mentoring supports to all beginning teachers and principals. **RT3 Expectations:** The district establishes a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.	RT3

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has provided a two-year induction and mentoring program since 2003. The district participates in the ROE new principal mentoring program for all first year principals.

Step 3 - Create Plan
District Vision and Direction

There are no objectives assessed under this section in Step 2 - Assess Indicators.

<table>
<tr><td>Step 3 - Create Plan
District and School Improvement Processes</td></tr>
</table>

CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3

Level of Development		Partial Development/Implementation
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	Every building will have school improvement plans aligned to the district's Strategic Plan. The district's Strategic **Plan** places learners at the center and builds structures around them to support personalized learning and **instructional improvement.**
3	Date by which the description above will be a reality:	05/31/2013

4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]
	Establish district team and school-level teams for implementation of a comprehensive school continuous improvement process.
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
	Training and piloting of the comprehensive school continuous improvement process.
	Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]
	Implement comprehensive school continuous improvement process.

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 to December 22, 2015	**Total**
	13600			13600

5	Tasks

1	Training and piloting of the comprehensive school continuous improvement process. All school principals and SIP Team members will be trained in Rising Star indicators for comprehensive improvement.

| 1 | Assigned to | Donald Owen | Start Date | 07/30/2012 | End Date | 05/31/2013 | Timeline | During School |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

2	District Monitoring Team will review each SIP to ensure alignment with Strategic Plan.

| 2 | Assigned to | Donald Owen | Start Date | 01/09/2012 | End Date | 12/18/2015 | Timeline | During School |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

3	Establish district team and school-level teams for implementation of a comprehensive school continuous improvement process.

| 3 | Assigned to | Donald Owen | Start Date | 03/29/2012 | End Date | 06/28/2013 | Timeline | During School |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

4	Implement comprehensive school continuous improvement process.

| 4 | Assigned to | Donald Owen | Start Date | 07/01/2014 | End Date | 12/18/2015 | Timeline | During School |

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3

Level of Development		Partial Development/Implementation
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	The district will systematically organize itself around professional learning communities to support initiatives of the Strategic Plan (District Strategic Plan: Strategy 1; Action Plan 5). This will happen at both the district and the building levels.
3	Date by which the description above will be a reality:	08/18/2014

4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Establish district team to support professional learning communities (Strategy 1)

Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]

Work with principals and site-**based leadership throughout the district to create professional learning communities.**
Utilize professional learning communities to support all aspects of the instructional improvement process.

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 to December 22, 2015	**Total**
				0

5	Tasks

Review the current structures that foster professional learning across the district (Strategic Plan: Strategy 1: Action Plan 5).

	Assigned to	Donald Owen	Start Date	08/20/2012	End Date	05/31/2013	Timeline	During School
1	Budget & Funding Sources($)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

2	Strengthen professional learning procedures where needed (Strategic Plan: Strategy 1: Action Plan 5).	

Assigned to	Donald Owen	Start Date	08/19/2013	End Date	05/30/2014	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

3	Identify one person in the district who will be the lead facilitator of learning communities. (Strategic Plan: Strategy 1: Action Plan 5).	

Assigned to	Donald Owen	Start Date	08/18/2014	End Date	05/29/2015	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2000	0	0	0	0	0	0	2000

ID02	All teams have written statements of purpose and guidelines for their operation. (1153)	
Level of Development	Partial Development/Implementation	
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	The district will systematically organize itself around the professional learning community model to support initiatives of the Strategic Plan (District Strategic Plan: Strategy 1; Action Plan 5). This will happen at both the district and the building levels. All schools will establish written norms and guidelines for operation and group consensus.
3	Date by which the description above will be a reality:	08/18/2014
4	Tasks	

1	District and building administration will review norm setting procedures for meetings, and all district teams will have a written and published statement of purpose by the end of the 2012-2013 school year.	

Assigned to	Donald Owen	Start Date	07/26/2012	End Date	06/07/2013	Timeline	During School

Budget & Funding Sources($)

		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0

Step 3 - Create Plan
District Allocation of Resources for School Improvement

IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)	
Level of Development	No development or Implementation	
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	This indicator is not applicable to USD116 because we do not have any "hard-to-staff restructured schools".
3	Date by which the description above will be a reality:	05/17/2012
4	Tasks	
	There are no tasks created for this Objective	

IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3
Level of Development	Partial Development/Implementation	
1	Assigned to	Christopher Fuller
2	How it will look when fully implemented in the District:	All student and educator data will be integrated and linked across all systems. The district will provide technology, support, and training for data collection, reporting, analysis, and provide access for all stakeholders to appropriate data.
3	Date by which the description above will be a reality:	06/05/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	

Commence outreach, requirement gathering, and IT systems analysis for ISLE implementation.

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Establish District Team for ISLE Implementation
Outreach, requirements gathering, and IT Systems analysis for ISLE implementation
ISLE Technical integration commences in Jan 2013
Develop ISLE professional development and training plan

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Continued ISLE technical integration
Implement ISLE professional development and training plan
Initial ISLE launch in January 2014

Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]

Full ISLE implementation

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 - December 22, 2015	**Total**
	10000	10000	10000	30000

5	Tasks	

1 — Hire a data integrationist to plan scope of work and begin preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).

Assigned to	Donald Owen	Start Date	07/02/2012	End Date	06/28/2013	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
50000	0	0	0	0	0	0	50000

2 — Employ a data integrationist to plan scope of work and begin preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).

Assigned to	Donald Owen	Start Date	07/08/2013	End Date	06/27/2014	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
50000	0	0	0	0	0	0	50000

3	Employ a data integrationist to plan scope of work and begin preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).						
	Assigned to	Donald Owen		Start Date	07/07/2014	End Date	06/26/2015	Timeline	During School

<table>
<tr><td colspan="8" align="center">Budget & Funding Sources($)</td></tr>
<tr><td>District</td><td>Title I</td><td>Title II-D</td><td>Title III</td><td>State Funds</td><td>Grant Funds</td><td>Other Funds</td><td>Total</td></tr>
<tr><td>50000</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>50000</td></tr>
</table>

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)	SS,ELL
Level of Development	Partial Development/Implementation	
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	The district will systematically communicate students' characteristics (both strengths and weaknesses) and **accommodations with all appropriate staff. The district will systematically use classroom walkthrough data, survey** data, and parent engagement data to develop specific action plans for improving school climate, student **engagement, and learning. Stakeholders will have the ability to access user**-friendly data that demonstrates student growth, individual learning pathways, and personally challenging educational goals in a timely and meaningful manner. We will have a culture where formative assessment data is used to adjust instruction to meet the needs of all students.
3	Date by which the description above will be a reality:	05/22/2015
4	Tasks	
	There are no tasks created for this Objective	

IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	SS

Level of Development		Partial Development/Implementation
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	Each professional learning community will systematically evaluate improvement strategies using program evaluation criteria and make appropriate changes.
3	Date by which the description above will be a reality:	05/23/2014

4		Tasks						

1. The district will systematically organize itself around progressional learning communities to support initiatives of the strategic plan (Strategy 1: Action Plan 5).

Assigned to	Jean Korder	Start Date	07/09/2012	End Date	06/02/2014	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

2. District and building staff will use reliable and accessible data to evaluate programs and strategies, inform instruction, and clearly communicate progress to stakeholders in a timely manner (Strategy 1: Action Plan 8)

Assigned to	Donald Owen	Start Date	07/01/2013	End Date	06/30/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)							SP

Level of Development	Partial Development/Implementation

1	Assigned to	Donald Owen

2	How it will look when fully implemented in the District:	We will provide the technology, training, and support to facilitate access to schools' data management systems so that all stakeholders will have access to appropriate, user-friendly data regarding student progress, and be able to use it in a meaningful way.

3	Date by which the description above will be a reality:	05/22/2015

4									Tasks

1 — District Tech Cadre will assess staff needs related to data management.

Assigned to	Christopher Fuller	Start Date	08/20/2012	End Date	12/21/2012	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

2 — District Tech Cadre will present recommendations and timeline for professional development related to data management.

Assigned to	Christopher Fuller	Start Date	12/21/2012	End Date	01/25/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

3 — District Tech Cadre in collaboration with Curriculum Instruction and Staff Development will implement training plan related to data management.

Assigned to	Katherine Barbour	Start Date	02/28/2013	End Date	08/24/2015	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

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Step 3 - Create Plan
District Support for School Improvement and Student Achievement

D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) **RT3 Expectations (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3
Level of Development	Partial Development/Implementation	
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	Every teacher differentiates instruction to provide meaningful and relevant learning to provide every student the ability to reach personal greatness (Strategic Plan: Strategy 1 and Mission Statement). Students have a clear vision of their individual learning pathways (Strategic Plan: Strategy 1 and Strategy 6).
3	Date by which the description above will be a reality:	08/17/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Learning map? What Learning Map?

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Establish district team for embedding learning maps into instructional practices.
Analyze learning maps and develop plan for incorporation into instructional practices.

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Pilot learning maps.
Train instructional staff on use of learning maps.

Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]

Implement learning maps as a central part of instructional practices at all grade levels.

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 - December 22, 2015	**Total**
0	5000	5000	2000	12000

5	Tasks							
1	Plan and implement PD for learning maps and ISLE. Provide PD for staff in areas of assessment, measures for determining learning styles and personal interests of students; classroom management as related to differentiated instruction, effective delivery of differentiated instruction; culturally relevant curriculum (Strategic Plan: Strategy 1: Action Plan 6; and Strategy 6).							
	Assigned to	Alexis Jones	Start Date	08/19/2013	End Date	05/30/2014	Timeline	During School
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	33000	0	0	0	0	0	0	33000
2	Plan and implement PD for learning maps and ISLE. Plan and implement PD for learning maps and ISLE. Provide PD for staff in areas of assessment, measures for determining learning styles and personal interests of students; classroom management as related to differentiated instruction, effective delivery of differentiated instruction; culturally relevant curriculum (Strategic Plan: Strategy 1: Action Plan 6; and Strategy 6).							
	Assigned to	Alexis Jones	Start Date	08/18/2014	End Date	05/29/2015	Timeline	During School
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	30000	0	0	0	0	0	0	30000

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	SC,SP,RT3
Level of Development	Partial Development/Implementation	
1	Assigned to	Jean Korder

2	How it will look when fully implemented in the District:	All teachers will use district-designed curriculum guides and Safety Net Skills in all content areas to plan their **instruction and assessment. These district curriculum documents will be aligned to CCSS (Strategy 1: Action Plan 3).** All teachers and staff will use assessment data (formative and summative) to adjust instruction to meet the needs of **ALL students (Strategy 1: Action Plan 4). All teachers will differentiate instruction based on the specific strengths,** needs, level of mastery, culture, and interests of each student (Strategy 1: Action Plan 6).
3	Date by which the description above will be a reality:	08/19/2013

4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Establish district team to design and implement local assessment system.

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Design, develop and/or procure assessments needed for local assessment system.

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Continued design, development, and or procurement of assessment.
Preliminary implementation of local assessment system.
Design standards-**based reporting system**

Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 to December 22, 2015	**Total**
	13300	8300	3300	24900

5		Tasks						
1		Building Administrators will conduct classroom walkthroughs to ensure implementation and fidelity of academic and SEL curriculum (Strategic Plan: Strategy 2: Action Plan 2 - Ongoing).						
	Assigned to	Donald Owen	Start Date	01/09/2012	End Date	12/18/2015	Timeline	During School
	Budget & Funding Sources($)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
5000	0	0	0	0	5000	0	10000

2

Establish district team to design and implement local assessment system.

Assigned to	Jean Korder		Start Date	02/23/2012	End Date	06/29/2012	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

3

Design, develop and/or procure assessments needed for local assessment system.

Assigned to	Jean Korder		Start Date	06/29/2012	End Date	06/28/2013	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

4

Continued design, development, and/or procurement of assessments.

Assigned to	Jean Korder		Start Date	07/01/2013	End Date	06/27/2014	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

5

Preliminary implementation of local assessment system.

Assigned to	Donald Owen		Start Date	07/01/2013	End Date	06/27/2014	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

6

Design standards-based reporting system for middle school and high school.

Assigned to	Jean Korder		Start Date	07/01/2013	End Date	07/31/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
10000	0	0	0	0	0	0	10000

Create and train Professional Development Cadre of teachers to lead professional development in assessment, differentiation, and Understanding by Design.

7	Assigned to	Katherine Barbour	Start Date	07/02/2012	End Date	06/26/2015	Timeline	During School

	Budget & Funding Sources($)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
30000	0	0	0	0	0	0	30000

D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.	SC,RT3

Level of Development	Partial Development/Implementation

1	Assigned to	Alexis Jones
2	How it will look when fully implemented in the District:	**The district will have at least two Programs of Study promoting critical STEM application areas.**
3	Date by which the description above will be a reality:	06/30/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Identify priority STEM cluster areas.
Establish district team for Program of Study design and implementation.

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Design STEM Programs of Study in collaboration with Learning Exchanges and EnList.
Select Individual Learning Plan Model
Coordinate with Parkland College on CCRP Planning

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Continue STEM Programs of Study Design.
Pilot Individual Learning Plans
Preliminary CCRP Implementation

Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 to December 22, 2015	**Total**
		2000	1500	3500

5 Tasks

1 Hire Certified Teachers to implement STEM Programs of Study.

Assigned to	Donald Owen	Start Date	07/31/2014	End Date	06/30/2015	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
150000	0	0	0	0	0	0	150000

2 Identify priority STEM cluster areas.

Assigned to	Alexis Jones	Start Date	06/01/2012	End Date	12/21/2012	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

3 Design STEM Programs of Study.

Assigned to	Jean Korder	Start Date	07/31/2013	End Date	07/31/2014	Timeline	During School

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

4 Select Individual Learning Plan model.

Assigned to	Donald Owen	Start Date	07/01/2014	End Date	06/30/2015	Timeline	

Budget & Funding Sources($)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

5 — Coordinate with community colleges on College and Career Readiness Program (CCRP) planning.

Assigned to	Donald Owen	Start Date	07/01/2014	End Date	06/30/2015	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

6 — Continued STEM Programs of Study design; preliminary implementation.

Assigned to	Jean Korder	Start Date	07/01/2015	End Date	06/30/2016	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

7 — Individual Learning Plan piloted.

Assigned to	Donald Owen	Start Date	07/01/2015	End Date	06/30/2016	Timeline	During School

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IA12	The district intervenes early when a school is not making adequate progress. (1128)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to		Donald Owen

2	How it will look when fully implemented in the District:	The district will use multiple sources of student, teacher, classroom, building, and district data to determine **adequate progress. This system will provide for local assessments that can demonstrate growth over time. The** district will have a data system that will allow for early intervention if a school, or any facet thereof, is not demonstrating sufficient growth. The district will utilize a principal and teacher evaluation system that is aligned to **Performance Evaluation Reform Act. Interventions may include professional development for principals and** teachers, instructional and administrative coaching, providing additional resources and materials, restructuring of the school day or school year.
3	Date by which the description above will be a reality:	08/18/2014
4	Tasks	
	There are no tasks created for this Objective	

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to	Preston Williams	
2	How it will look when fully implemented in the District:	All schools report and document their progress toward school and district improvement goals (focused on student learning) to the superintendent on a regular basis either at Cabinet Meetings or Principal's Meetings. The superintendent periodically updates the school board of these reports.	
3	Date by which the description above will be a reality:	05/24/2013	
4	Tasks		
	There are no tasks created for this Objective		

IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (1146)							
Level of Development		Partial Development/Implementation						
1	Assigned to			Preston Williams				
2	How it will look when fully implemented in the District:			The district will systematically organize itself around Professional Learning Communities to support the initiatives of **the Strategic Plan. All district meetings will have a clear purpose and a focus on student learning.** District educators will meet with building principals on a regular basis to discuss the school's progress.				
3	Date by which the description above will be a reality:			05/24/2014				
4	Tasks							

	Assistant Superintendent for Curriculum and Instruction and Superintendent will create agendas for Principals Meetings and Cabinet that focus on student learning and strategic plan.							
1	Assigned to	Donald Owen	Start Date	07/09/2012	End Date	12/21/2012	Timeline	During School
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to	Donald Owen	
2	How it will look when fully implemented in the District:	A professional learning community includes all teachers and support staff in training and collaboration. The focus of this training is on creating a climate and culture that is welcoming to all and conducive to learning. The training for support staff would be building based, job-**embedded, and meaningful for their job descriptions.**	
3	Date by which the description above will be a reality:	05/24/2013	
4	Tasks		
	There are no tasks created for this Objective		

Step 3 - Create Indicators
Teacher and Leader Effectiveness and Supports

| RT3-1 | The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness.
RT3 Expectations: The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators. | RT3 |

Level of Development		Partial Development/Implementation
1	Assigned to	Donald Owen
2	How it will look when fully implemented in the District:	The district's evaluation system will use an appropriate balance between student assessment and observation. The system will include performance rubrics for teachers and principals practices and rubrics for student growth for both principal and teacher evaluations. The rubrics will reflect our core beliefs and values as outlined in our Strategic Plan.
3	Date by which the description above will be a reality:	08/19/2013
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Identify PERA joint committee members.
Hold informal meetings of PERA joint committee.

Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Joint committee formally convened by November 1.
Develop local evaluation plan, including student growth measures.
Train all administrator evaluators.
Implement PERA for principal evaluations.

Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Implement PERA for teacher evaluations with "no stakes" student growth component.

Cooperate with PERA Research Based Study

Continued PERA implementation for principal evaluations.

Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

Full implementation of PERA for teacher evaluations.

Continued cooperation with PERA Research-based Study.

Continued PERA implementation for principal evaluations.

RTTT3 Funds				
Year 1 Through June 30, 2012	**Year 2** July 1, 2012 - June 30, 2013	**Year 3** July 1, 2013 - June 30, 2014	**Year 4** July 1, 2014 to December 22, 2015	**Total**
	8000	8000	8000	24000

5

Tasks							
1	District PERA Joint Committee will make recommendations about assessments, percentages, and timeline.						
	Assigned to	Gayle Jeffries	Start Date	05/01/2012	End Date	12/21/2012	Timeline	During School
	Budget & Funding Sources($)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

Step 3 - Create Plan - Budget Summary

Continuous Improvement Plan Budget Summary

Key Code	Indicator	District	Title I	Title II-D	Title III	Grant Funds	State Funds	RTTT3 Funds	Other Funds	Total
CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	0	0	0	0	0	0	13,600	0	13,600
D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) **RT3 Expectations (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.	63,000	0	0	0	0	0	12,000	0	75,000
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	45,000	0	0	0	5,000	0	24,900	0	74,900
D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an	150,000	0	0	0	0	0	3,500	0	153,500

	individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.									
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	150,000	0	0	0	0	0	30,000	0	180,000
IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	2,000	0	0	0	0	0	0	0	2,000
IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	0	0	0	0	0	0	0	0	0
IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (1146)	0	0	0	0	0	0	0	0	0
IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	0	0	0	0	0	0	0	0	0
ID02	All teams have written statements of purpose and guidelines for their operation. (1153)	0	0	0	0	0	0	0	0	0
RT3-1	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. **RT3 Expectations:** The school district implements PERA's teacher evaluation requirements on a timeline that is at	0	0	0	0	0	0	24,000	0	24,000

least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.

Total	410,000	0	0	0	5,000	0	108,000	0	523,000

RTTT3 Budget Summary

Key Code	Indicator	Year 1	Year 2	Year 3	Year 4	Total
CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	0	13,600	0	0	13,600
D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) **RT3 Expectations (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.	0	5,000	5,000	2,000	12,000
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	0	13,300	8,300	3,300	24,900

D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.	0	0	2,000	1,500	3,500
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	0	10,000	10,000	10,000	30,000
IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	0	0	0	0	0
RT3-1	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. **RT3 Expectations:** The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.	0	8,000	8,000	8,000	24,000

Total		0	49,900	33,300	24,800	108,000

| | Step 4 - Monitor Plan | | | | | | |

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3	Donald Owen	05/31/2013	4	0%	

| | Tasks | | | |

Task ID	Task Description	Comments	Assigned to	Completed
1	Training and piloting of the comprehensive school continuous improvement process. All school principals and SIP Team members will be trained in Rising Star indicators for comprehensive improvement.		Donald Owen	
2	District Monitoring Team will review each SIP to ensure alignment with Strategic Plan.		Donald Owen	
3	Establish district team and school-level teams for implementation of a comprehensive school continuous improvement process.		Donald Owen	
4	Implement comprehensive school continuous improvement process.		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) **RT3 Expectations (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3	Donald Owen	08/17/2015	2	0%	

	Tasks			
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Plan and implement PD for learning maps and ISLE. Provide PD for staff in areas of assessment, measures for determining learning styles and personal interests of students; classroom management as related to differentiated instruction, effective delivery of differentiated instruction; culturally relevant curriculum (Strategic Plan: Strategy 1: Action Plan 6; and Strategy 6).		Alexis Jones	
2	Plan and implement PD for learning maps and ISLE. Plan and implement PD for learning maps and ISLE. Provide PD for staff in areas of assessment, measures for determining learning styles and personal interests of students; classroom management as related to differentiated instruction, effective delivery of differentiated instruction; culturally relevant curriculum (Strategic Plan: Strategy 1: Action Plan 6; and Strategy 6).		Alexis Jones	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.	SC,SP,RT3	Jean Korder	08/19/2013	7	0%	

	Tasks			
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Building Administrators will conduct classroom walkthroughs to ensure implementation and fidelity of academic and SEL curriculum (Strategic Plan: Strategy 2: Action Plan 2 - Ongoing).		Donald Owen	

2	Establish district team to design and implement local assessment system.		Jean Korder	
3	Design, develop and/or procure assessments needed for local assessment system.		Jean Korder	
4	Continued design, development, and/or procurement of assessments.		Jean Korder	
5	Preliminary implementation of local assessment system.		Donald Owen	
6	Design standards-based reporting system for middle school and high school.		Jean Korder	
7	Create and train Professional Development Cadre of teachers to lead professional development in assessment, differentiation, and Understanding by Design.		Katherine Barbour	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) **RT3 Expectations:** For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.	SC,RT3	Alexis Jones	06/30/2015	7	0%	

Tasks				
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Hire Certified Teachers to implement STEM Programs of Study.		Donald Owen	
2	Identify priority STEM cluster areas.		Alexis Jones	
3	Design STEM Programs of Study.		Jean Korder	
4	Select Individual Learning Plan model.		Donald Owen	
5	Coordinate with community colleges on College and Career Readiness		Donald Owen	

	Program (CCRP) planning.		
6	Continued STEM Programs of Study design; preliminary implementation.	Jean Korder	
7	Individual Learning Plan piloted.	Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)		Donald Owen	05/17/2012	0	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
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3	Christopher Fuller	06/05/2015	3	0%	

	Tasks			
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Hire a data integrationist to plan scope of work and begin		Donald Owen	

	preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).			
2	Employ a data integrationist to plan scope of work and begin preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).		Donald Owen	
3	Employ a data integrationist to plan scope of work and begin preparation for ISLE data ingestion (This would be an ongoing expense for at least the length of the RTTT3 Implementation).		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)	SS,ELL	Donald Owen	05/22/2015	0	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
IA12	The district intervenes early when a school is not making adequate progress. (1128)	SP	Donald Owen	08/18/2014	0	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
IB01	The district operates with district-level and school-level improvement teams. (1132) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3	Donald Owen	08/18/2014	3	0%	

		Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	Review the current structures that foster professional learning across the district (Strategic Plan: Strategy 1: Action Plan 5).		Donald Owen	
2	Strengthen professional learning procedures where needed (Strategic Plan: Strategy 1: Action Plan 5).		Donald Owen	
3	Identify one person in the district who will be the lead facilitator of learning communities. (Strategic Plan: Strategy 1: Action Plan 5).		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	SS	Donald Owen	05/23/2014	2	0%	

		Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	The district will systematically organize itself around progressional learning communities to support initiatives of the strategic plan (Strategy 1: Action Plan 5).		Jean Korder	

2	District and building staff will use reliable and accessible data to evaluate programs and strategies, inform instruction, and clearly communicate progress to stakeholders in a timely manner (Strategy 1: Action Plan 8)		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)	SP	Preston Williams	05/24/2013	0	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
IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (1146)		Preston Williams	05/24/2014	1	0%	

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Assistant Superintendent for Curriculum and Instruction and Superintendent will create agendas for Principals Meetings and Cabinet that focus on student learning and strategic plan.		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP	Donald Owen	05/22/2015	3	0%	

	Tasks			

Task ID	Task Description	Comments	Assigned to	Completed
1	District Tech Cadre will assess staff needs related to data management.		Christopher Fuller	
2	District Tech Cadre will present recommendations and timeline for professional development related to data management.		Christopher Fuller	
3	District Tech Cadre in collaboration with Curriculum Instruction and Staff Development will implement training plan related to data management.		Katherine Barbour	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)	SP	Donald Owen	05/24/2013	0	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
ID02	All teams have written statements of purpose and guidelines for their operation. (1153)		Donald Owen	08/18/2014	1	0%	

	Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	District and building administration will review norm setting procedures for meetings, and all district teams will have a written and published statement of purpose by the end of the 2012-2013 school year.		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
RT3-1	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. **RT3 Expectations:** The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.	RT3	Donald Owen	08/19/2013	1	0%	

	Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	District PERA Joint Committee will make recommendations about		Gayle Jeffries	

assessments, percentages, and timeline.

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Race to the Top Phase 3
Participating LEA Data Request

</div>

1. Does your district currently measure student growth in a manner that would permit student growth to be used as a significant factor in rating teacher performance (even if not currently used in the district's teacher evaluation system)?

    No

2. Does your district currently have in place a teacher evaluation system that (a) differentiates effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) was designed and developed with teacher and principal involvement?

    No

3. Does your district currently have in place a principal evaluation system that (a) differentiates effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) was designed and developed with teacher and principal involvement?

    No

4. Is your district currently implementing Rising Star or another similar continuous improvement system?

    Yes

    If another similar system, what is the name of the continuous improvement system?

    We are a Rising Star Pilot District for 2012, and we use Cambridge Strategic Services Model of Strategic Planning

5. For districts with high schools, did any seniors graduating in Spring 2011 receive WorkKeys National Career Readiness Certificate or other industry certification by graduation?

    No

    If yes, what percentage of the total number of graduating seniors in your district received such certification (please provide a best estimate if you did not track this information) and also please indicate percent with National Career Readiness Certification (or best estimate)?

6. For districts with schools serving 8th graders, did any 8th graders in the 2010-2011 school year complete a district-provided education and career plan?

    No

If yes, what percentage of the total number of 8th graders in your district completed an education and career plan (please provide a best estimate if you did not track this information)? If yes, aslo please indicate what percent of total number of 8th graders completed district-provided education and career plan (or best estimate)?

7. For districts with high schools, to assist the State in the development of STEM Programs of Study and identify which areas your district would prefer to focus implementation of Programs of Study and receive instructional supports, please rank the nine STEM fields below from one through nine, where one indicates your district's highest priority and nine your lowest:

1	**Agriculture, Food, and Natural Resources**	Development, production, processing and distribution of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture and other plant and animal products/resources.
5	**Energy**	Development, planning and management of the production of energy including renewable energy and clean coal technology and its distribution through smart grid technologies.
7	**Manufacturing**	Product and process development and the management of processing of materials into intermediate or final products and related support activities.
2	**Information Technology**	Design, development, management, support and integration of hardware and software systems.
6	**Architecture and Construction**	Design, planning, management, building and maintenance of the built environment including the use of green technologies.
9	**Transportation, Distribution, and Logistics**	Planning for the management and movement of people, materials and goods across all transportation modes as well as maintaining and improving transportation technologies.
4	**Research and Development** (referred to as **"STEM"** in the National Career Clusters Framework)	Scientific research and professional and technical services including laboratory and testing services and research and development services.
3	**Health Sciences**	Planning, management and provision of therapeutic, diagnostic, health informatics and support services as well as biomedical research and development.
8	**Finance**	Securities and investments, business finance, accounting, insurance and banking services.

8. Does your district currently implement one or more Programs of Study in any of the nine areas identified in Question 7?
    No

    If so, in what area(s)?

9. Does your district currently have a 2-year induction and mentoring program for new teachers?
    Yes

    If yes, what percentage of teachers completing their second year of teaching in the 2010-2011 school year completed the induction and mentoring program?
    100% of first year teachers participate and complete the IM program and 25% of second year teachers participate and complete the IM program.

Race to the Top Phase 3
Illinois Shared Learning Environment - District Readiness Survey

A. Organization/Staff Capacity

   Please list your current technology staff (if no one on staff is in a given position, please indicate "none").

STAFF	NAME	EMAIL	PHONE
CIO/Technology Director	Christopher Fuller	cfuller@usd116.org	2173843500
CTO/Infrastructure Lead	Jeff Heck	jheck@usd116.org	2175317111
Primary Data Manager			
Size of Technology Staff (FTE):	4		

B. District Technology Profile

   Please list vendors and briefly describe your district's systems and applications:

	Vendors	Briefly describe your district's SIS systems and applications.
Student Information System (SIS)	Skyward	
Learning Management System (LMS)		
Content Management System (CMS)		
Instructional Improvement System (IIS)		
Does your IIS include: (*check all that apply*)		

   ể Teacher Dashboard   ể Principal Dashboard   ể Parent Dashboard   ể Curriculum Design Tools

   ể Content Integration Tools   ể Assessment Design Tools   ể Professional Development Planning Tools

Time Keeping	Skyward	
Payroll	Skyward	

Network Security		
Directory Services/Identity Management		
Desktop Applications	Microsoft Office, Adobe Acrobrat, Sophos Anti-Virus	
Databases and Core Technologies	Microsoft Exchange, VMware Vsphere Virtual Server.	
Data Models and ETL Tools	SIF Integration across AD and Destiny	We have started a SIF project with Integrity Schools to extract and load data bet Skyward SIS and Destiny (Library Information System)
Hosted Services (IlliniCloud, etc.)		
Other systems, vendors, or integrators		

Please briefly describe your district's educational applications pertaining to Teacher productivity tools

Teachers utilize Skyward Gradebook for assignments (secondary level), reporting (K-**12) and communication with parents (secondary).**

A small percentage of teachers utilize Moodle for coursework and communication.

All teachers have access to Microsoft Office (2010 and 2011) for teacher productivity.

Several schools have wikis and blogs that are hosted locally for communication with parents and students.

A small percentage of staff use Google Docs for collaboration and communication.

The district uses Sharepoint software for Intranet hosting of local documents and resources.

Please briefly describe your district's educational applications pertaining to Comprehensive courseware

Apex Learning is used for "recapture credits" for high school students. It is also used as a Tier II intervention for some high school SPED students.

Please briefly describe your district's educational applications pertaining to Digital or interactive text

Some teachers utilize iPads to access digital and interactive texts. Every Library/Media center has access to interactive texts via the internet and subscriptions to specific databases.

Please briefly describe your district's educational applications pertaining to Assessments (formative/summative) currently used (at minimum, please indicate any commercial assessments purchased)

Discovery Education Online Assessments for Grades 3-8.
AIMSWeb grades K-8.

Describe the student computing environment (student-to-device ratio, types of devices, etc.)

See District Technology Plan. Updated January 2012.

Describe other classroom technologies in use (interactive whiteboards, student response systems, etc.)

See District Technology Plan. Updated January 2012.

Describe your training processes and resources with respect to classroom technologies

The district has a Technology Cadre of teachers from each building who serve as Technology Integration support for their colleagues. These Tech Cadre members conduct PD at the building and district level throughout the year. Some of the training is mandatory, some of the training is optional and differentiated.

When new technologies are adopted on a large scale, training is conducted as the technology is delivered to the teachers (i.e. laptops, iPads).

Describe the type and speed of broadband connectivity to your schools (include service provider)

Seven instructional buildings are running 100+MB connectivity with district owned dark fiber. Two instructional buildings are running T-1 1MB connectivity. These two buildings will be part of the UC2B fiber project and connected to fiber by August 2012.

Our service provider is ICN.

List and describe any in-flight technology projects

Currently, the district is in the middle of a 3 year plan that includes a cyclical refreshment of teacher and student machines and a implementation of wireless environments in all school buildings.

List and describe any planned system architecture changes

None.