District Data - Contact Information

District Information

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Superintendent:	Dr. Donald Owen	Superintendent Email:*	dowen@usd116.org
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Please enter your Rising Star leadership team members (Process Manager ⬜, Capacity Builder(s)⬜, Primary RTTT3 contact and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position
Donald Owen	District Superintendent	2173843651	dowen@usd116.org	Superintendent
Jennifer Frerichs	District Superintendent	2173843565	jfrerichs@usd116.org	District Staff
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Jennifer Ivory-Tatum	District Improvement Team Member	2173843675	jivory-tatum@usd116.org	Principal

Please enter School Board member ☐ contact information.

Name	Phone	Email
There are no members added.		

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.

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.
- 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.

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.	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:	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. As part of the Strategic Plan and our work with Illinois PBIS, we conduct a variety of surveys regarding the climate, learning conditions, and parent engagement readiness of our schools. If the RTTT3 expectation is to collect and use data from a state mandated survey of learning conditions, we will be able to do that quickly and efficiently, and we hope that the tool that ISBE chooses provides valuable data that is useful for our planning and improvement. During the 2012-2013 school year, the district developed an administration plan for the 5Essentials Survey of Learning conditions. We informed stakeholders, including school leaders, teachers, students, and parents about the purpose of the survey through a variety of principal and administrator meetings, Board of Education meetings, family mailings, family phone calls, and announcements on our district and school websites. The district's Technology Cadre coordinated schedules with schools to ensure all teachers and students were given time to complete the survey using district technology equipment. By March 30, 2013 all schools administered the survey in accordance with the administration plan, and all teachers and students completed the 5Essentials Survey of Learning Conditions. The District and schools have begun to develop a plan to use the survey data for continuous improvement.

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. (8)	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. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The superintendent and other central office staff are accountable for school improvement and student learning of all schools, regardless of AYP Status, and report to the BOE on a regular basis about the progress of the Strategic Plan and student achievement. Across all departments, everyone is committed to the district's strategic planning process that holds student learning as the highest priority. Everyone in the district is held accountable for all students and the strategic plan lays the foundation for this work. The district has established an ELL Support Team that works closely with the district to ensure student growth for English Language Learners.

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 specific components within the Strategic Plan. The district completed CCSS Curriculum Audits to align the district curriculum and instruction to the increased rigor of the Common Core Standards in Math, ELA, and Science. The district is in its fifth year of implementing PBIS at all levels. The District's Unified Professional Development Plan has a strong focus on Assessment and Responsive Teaching, which focuses on student success in all areas. The District has established a team for implementation of a comprehensive district and school continuous improvement process and has sent these representatives to Rising Star Day I, II, and III Trainings. The District piloted the comprehensive district continuous improvement through Rising Star process during the 2012-2013 school year, and is currently fully implementing the continuous improvement process through Rising Star. The District piloted the comprehensive school continuous improvement process through Rising Star in five schools during the 2012-2013 school year is currently fully implementing the continuous improvement process through Rising Star in all eight schools.	

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:	The district improvement plan is tied directly to the district's Strategic Plan, and student academic, physical, social-emotional, and behavioral development are all specific components within the Strategic Plan. The district has completed CCSS Curriculum Audits to align the district curriculum and instruction to the increased rigor of the Common Core Standards in Math, ELA, and Science as available. The district is in its fourth year of implementing PBIS at all levels. The District's Unified Professional Development Plan has a strong focus on Responsive Teaching, which focuses on student success in all areas. The District has established a team for implementation of a comprehensive district and school continuous improvement process and has sent these representatives to Rising Star Day I, II, and II Trainings. The District has piloted the comprehensive district continuous improvement through Rising Star process during the 2012-2013 school year. The District has piloted the comprehensive school continuous improvement process through Rising Star in five schools during the 2012-2013 school year and will implement in all eight schools during the 2013-2014 school year.

IA01	The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1) **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.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The 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. We have not developed a plan to support our current partnerships using district performance information.	

IA02	The district includes community organizations in district and school improvement planning and maintrains regular communication with them. (2) **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. **Title I Expectations:** Describe how the district will **use funds under Title I to support preschool programs** such as Early Reading First, Head Start, and Even Start.	SC,RT3,DTI

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

| Current level of development or implementation: | The 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. 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. We have not developed a plan to support our current partnerships using district performance information. |

IA03	The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3) **RT3 Expectations:** The district will use 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. **Title I Expectations:** Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)	SC,RT3,DTI

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district has an active Parent Advisory Committee through Title I and each school maintains a building Parent Advisory Committee. Parent engagement is also a specific strategy in the Strategic Plan. The district uses a wide variety of methods to engage parents in their children's schools and achievement. 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. We have not developed a plan to support our current partnerships using district performance information.	

IA07	The district sets district, school, and student subgroup achievement targets. (7) **Title I Expectations:** Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI

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:	Currently, the district is transitioning between AYP targets as defined by ISBE and NCLB, and the achievement targets defined by our Strategic Plan (which refers to local assessments). We are also transitioning to the CCSS in terms of instruction and assessment. We are focused on continuing to look at subgroups and achievement gaps. In accordance with PERA, we are evaluating all building principals using evidence of student academic growth.

IB01	The district operates with district-level and school-level improvement teams. (16) **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. Through the District's Unified Professional Development Plan, all building administrators and approximately 60 teacher leaders were trained in May 2013 to conduct the work of professional learning communities through a data teams process. These representatives will build capacity by providing their schools with building-based professional development in this area and provide teachers with the structure to operate 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 money, which continues to be supported through district funding, the Strategic Plan, and State-wide Systems of Support.	

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 (at UMS) from the staff. The primary purpose of these school improvement planning committees is to participate in continuous school improvement discussions. They also review and evaluate task force and building committee 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, after school academic and enrichment programs, and diagnostic tools. We have also increased our focus on STEM content across all levels. 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 school that needs rapid improvement. (24)	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. In accordance with PERA, we have implemented a rigorous evaluation process for building administrators beginning in 2012-2013.

IB10	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. (25)	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 Interstate School Leaders Licensure Consortium standards, and also through parent, student, and teacher feedback on surveys such as the Illinois 5Essentials Survey and the District's Parent Advisory Committee.

IB11	The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement. (26)	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. The selection of specific results is done on a yearly basis by members of the district continuous improvement team.

IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)	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 for schools is officially incorporated into district policy. (36)	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 by-laws for their operation. (37)	
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) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	District and 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. Urbana does not have targeted assistance schools. We have school-wide Title I elementary schools.	

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 schools. (4)	
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 contracts with external service providers for key services in schools that need rapid improvement. (5)	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. (6) **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. The SIF agent required for data ingestion in ISLE is a "beta" version that is different than the SIF license we currently pay for. We are unclear of who will be paying for the SIF license in the short and long term. The District has established a team for ISLE implementation and has commenced requirements gathering and IT systems analysis for ISLE implementation. The District has not yet integrated data with ISLE. We have been waiting to hear from CPSI to take further steps on ISLE technical data integration since November, 2012. We cannot clearly communicate ISLE's purpose to our stakeholders without a clear vision of what it will actually look like and how it will actually function. We have not yet implemented a strategy to link student data across local systems to support the creation of integrated learner profiles.

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10) **RT3 Expectations:** The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. **HQT Expectation:** The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. **Title I Expectations:** Describe how the district funds under Title I to support after school, before school, and summer school programs.	CL,SP,HQT,RT3,DTI
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 professional development plans to meet the needs of the Strategic Plan and RTTT implementation. This includes re-allocation of professional development resources as necessary. The district leadership team annually reviews budgetary needs to allocate resources related to school and district improvement. The district does not use Title I funds to support after school, before school, and summer school programs. The district has received three 21st Century Community Learning Centers Grants that support after school, before school and summer school programs across five schools in the district. These programs provide additional supports for ELL students as needed based on the school's student demographics.	

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	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. (14) **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. **HQT Expectation:** The district ensures that only highly qualified teachers are hired. **Title I Expectations:** Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL,SP,HQT,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The district has engaged with teacher preparation programs to discuss possible pipeline strategies for High Poverty High Minority Schools. The district continuously participates in recruiting trips to find the most effective teachers to meet the schools' current and future needs. The district has partnered with UIUC for years regarding preparing and recruiting instructional leaders. The district will continue to recruit and attend job fairs across the Midwest, as well as stay in close contact with local universities. The district's recruitment and hiring process includes placing minority teachers in high minority schools and finding ELL/Bilingual staff for all grade levels and job placements. The district recently began recruiting internationally with the Spanish Ministry Exchange Program and currently has ELL/Bilingual/Dual-Language teachers from Spain. The district has also worked closely with the Illinois New Teacher Collaborative to provide a strong induction and mentoring for new teachers. The mentoring and induction program supports personnel to competently address the problems of schools in need of improvement. The district will continue to support staff through the new teacher mentoring and induction program and staff development. We continually evaluate this process and make changes as necessary. The district also partners with Olivet Nazarene University, Graduate School. They present graduate level classes for district teachers who want to get a Masters in Reading degree. The district has engaged a team to review systems to recruit and support strong instructional leadership at the school level in High Poverty High Minority Schools, and has developed a plan to revise and enhance systems to recruit and support strong instructional leadership at the school level in High Poverty High Minority Schools. The district has high standards in the recruitment and hiring process its principals, such as experience working with cultural diversity, the ability to communicate ideas well, strong leadership skills, an effective and educationally sound discipline philosophy, a strong commitment to curriculum and instructional leadership, and skills that empower stakeholders in decision making and school improvement. The district provides professional development support to building principals, such as administrative training for working with special populations, training for district initiatives related to the Strategic Plan, and monthly principal's meetings. During the 2012-2013 school year, the district implemented changes in the structure of principal's meetings to provide more support and professional development in areas of school improvement, curriculum, instruction, and the Strategic Plan. The district's Human Resources Department only approves highly qualified employees to be hired.

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	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. There needs to be more training to the staff on what is available to them and what is accessible in all student data management systems.	

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. The District's Unified Professional Development Plan is focused on Responsive Teaching during the 2013-2014 school year. In May 2013, the district trained all building administrators and approximately 60 teacher leaders in this area. These representatives will build capacity by providing building-based professional development over the course of the school year. All schools using the Rising Star continuous improvement process have also included differentiation in their school improvement plans. 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 a multi-tiered system of support. The Collaborative Framework guide is the district standard for implementing RtI and PBIS, which provides consistency in implementation across all buildings. The district has aligned its RtI Collaborative Framework to the new State Standards (CCSS)

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. **Title I Expectations:** Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	SC,SP,RT3,DTI

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 collected walkthrough data during the 2011-2012, 2012-2013, and 2013-2014 school years, and have analyzed the data for school and district improvement purposes. 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 developed an EC-12 Assessment Matrix listing all of the assessments given to students (including assessments for ELL) and the provided information about each, such as the time during the school year which the assessment, the grade level(s) that are given the assessment, the benchmark targets, whether or not it is used as a formative or summative assessment, and what the results are used for. This matrix will support the student growth **"no stakes"** implementation in the 2013-2014 school year. As part of the Strategic Plan, during our "no stakes" year, we will continue to add information to the matrix that includes which of these assessments best measures student growth. The District has developed a plan to pilot student growth (including Type I/Type II and Type III assessments) in the 2013-2014 school year. 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 system of Course Assignment Report requires letter grades and is not aligned to Standards. We piloted a standards based reporting system at the secondary level (6-12) in the areas of Math, Social Studies, and Science during the 2012-2013 school year, and are continuing the pilot with volunteer classrooms in additional content areas in the 2013-2014 school year. Once the district implements ISLE, we will align our local assessment system to this data management system.
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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. **Title I Expectations:** (a)Describe the **schoolwide and/or targeted assistance programs to be conducted in the district's schools;** and where appropriate, (b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)	SC,RT3,DTI

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 not specific Programs of Study promoting two critical STEM areas. 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 identified priority at least two Career Cluster areas and has established a district team for Program of Study design and implementation. We have partnered with the Energy Learning Exchange to begin developing a Program of Study in Energy. Approximately 20 middle school and high school teachers have applied to attend the ISU's Teaching Next Generation Energy Concepts with Next Generation Science Standards workshop during July 2013 to begin curriculum development. We anticipate developing one Program of Study during the 2014-2015 school year. The District has designed two STEM Programs of Study to implement during the 2014-2015 school year. These are Accounting (Finance Career Cluster) and Science (Research and Development Career Cluster). Each Program of Study has been designed with course requirements, course sequences, industry credentials, and dual credit. We are still working on articulation agreements and work-based experiences, and a committee will meet in the summer of 2014 to work on this factor. The District has selected the Career Cruising application to be used at the middles school level to assist students in developing personally challenging goals related to college and careers. These goals will develop into Individualized Learning Plans.

IA12	The district intervenes early when a school is not making adequate progress. (12)	SP,SD

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. We are transitioning away from NCLB and AYP to aligning school improvement plans to the goals and strategies stated within our Strategic Plan. We are in the process of determining how best to evaluate our objectives in our Strategic Plan.

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) **Title I Expectations:** Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP,RTI,ELL,DTI
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 provide ongoing support, training, and professional development about RtI. We continually blend both the behavioral and academic sides of the RtI triangle to meet the needs of all students. At both the elementary and secondary levels, the district has purchased and implemented core materials for the behavioral side. The district holds monthly PBIS meetings and uses data to evaluate the program's effectiveness and make adjustments as necessary. In addition, the district is currently partnering with the state PBIS network for ongoing support, professional development, and technical assistance. We are working to ensure that our RtI system is culturally and linguistically responsive to the unique identities of ELLs within Bilingual Programs. We've developed an RtI team, which meets on a monthly basis, and consists of ELL specialists to provide systematic support and leadership for RtI.	

IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)	
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. (28)	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. As we begin to incorporate a Professional Learning Community model into our district structures, we have shifted focus from "building happenings" to problem solving district-wide about student learning. All schools have presented their School Improvement Plans to the Board of Education.

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. (29)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Superintendent and/or his designee 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. (30)	
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. (31)	
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 expectation on the school. (32) **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, 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, grade levels and departments conducted a Curriculum Audit to identify the differences between the Common Core and prior state standards. The Audit identified gaps in our current curriculum and necessary grade level shifts. 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 in order to implement the CCSS in the 2012-2013 school year. The documents prepared for teachers include a list of all standards to be mastered by students, a designated list of Priority Standards and Safety Net Skills and Learning Progressions, 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. Committees for ELA, Mathematics, and Science 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's Unified Professional Development Plan focuses on Formative Assessment through Evidence Based Argument and Responsive Teaching. In May of 2012 and 2013, the District trained all building administrators and approximately 60 teacher leaders in these areas to implement staff development on these topic in their respective schools. Each school developed a plan of implementation so that all teachers will be using Evidence Based Argument as a means to assess student understanding. Evidence Based Argument not only involves higher order thinking skills, but it also enhances students' writing, speaking, and listening skills across all disciplines and throughout all grade levels. This work will continue through the 2014-2015 school year. Members of the district's ELA Curriculum Committee also developed a common rubric to be used for assessment of Evidence Based Argument. 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. The district has utilized Standards Based Report Cards at EC-5 for four years. The Standards Based Report

Cards were all revised to align to CCSS in 2012. The district has a committee that is exploring Standards Based Reporting at grades 6-12. We piloted Standards Based Reporting at the secondary level in 2012-2013 and will continue to revisit this initiative during the 2013-2014 school year. To summarize: At the beginning of the 2012-2013 School Year, ALL teachers K-12 received copies of newly revised curriculum documents aligned to Common Core in ELA and Math. The 3-Year District PD plan includes an emphasis on Formative Assessment and Responsive Teaching that will focus specifically on student's ability to create evidenced-based arguments. A major portion of that emphasis will stress writing in all content areas. The District has established CCSS implementation and alignment teams in Math, ELA, and Science. The District has implemented alignment processes around critical transition points. The District has engaged in curriculum analysis using the new CCSS standards as available in Math, ELA, and Science. The District has undertaken cross grade-level discussions to identify needed shifts in content. The District has a plan to implement writing across the curriculum. The District has established a curriculum committee focused on writing across the curriculum that includes a broad representation from multiple disciplines. The district has identified a benchmark that **"**100% of students will show growth of at least one level from the beginning of each year through the end of the year on the district writing rubric for one of the three forms as specific to each level and discipline. Students who score at a level 4 at the beginning of the year will maintain their level of proficiency throughout the year. Students who have IEP goals will meet or exceed IEP goals related to the three writing forms. Evidence for this benchmark will be gathered in an electronic writing portfolio housed through our student management system. Evidence will include the writing plan, draft, teacher and peer feedback, revisions, edits, and published documents. 2013-2014 school year update: USD is focusing on the following major instructional shifts related to the Common Core that were developed and recommended by Program Council: 1. Close, analytic reading of appropriately complex texts (loosely defined to encompass broader disciplinary integration) 2. Student-student formal and informal discussion 3. Writing to sources: evidence-based argument within each discipline By focusing on process (how) in addition to content (what), we are stressing the importance of students thinking critically about real-world problems and situations in all content areas across all disciplines.

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 plan and its evolving needs. (34) **Title I Expectations:** Describe how the district will **coordinate programs under Title I and Title II** to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI
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 provided through job-embedded instructional coaching and at the elementary and secondary levels, and through the Professional Development Cadre. Funding for all of these initiatives is through Title I and Title II. We also hold monthly bilingual professional development sessions that focus on bilingualism and second language acquisition within the Common Core Standards for all ELL staff district-wide.	

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) **HQT Expectation:** Staff development is used to support getting all teachers highly qualified.	SP,HQT

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., secretarial, custodians, teaching assistants, grounds and maintenance workers, etc.) 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 during the 2013-2014 school year, 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 has identified PERA joint committee members and working committees for Sequence of Dismissal, the Supportive Supervision and Evaluation Plan, and the Student Growth Model. These committees met regularly during the 2012-2013 school year to identify and develop plans for implementation. Members of the joint committee reconvened during the spring of 2014 to reflect, debrief, and provide feedback for the 2014-2015 school year. In accordance to the guidelines provided by the State BOE related to Senate Bill 7, the District has developed a Supportive, Supervision and Evaluation Plan to implement in the 2013-2014 school year, which, according to the PERA Guidelines, includes a revised summative evaluation rating scale and an aligned framework for observation based on the Danielson Framework for Effective Teaching. The plan also includes a Student Growth Model Component to pilot student growth measures in the 2013-2014 school year. The District has trained all teacher and principal evaluators during the 2012-2013 school year. New principals will complete the training in the Summer of 2013. The District has implemented PERA for principal evaluations during the 2012-2013 school year, which includes a Student Growth component. The District has not yet developed a plan to pilot peer evaluation in the 2013-2014 school year, but continues to hold conversations with the union regarding peer evaluation and contract language, and the joint committee will continue to research peer evaluation systems already in place in other districts. The district is currently training a select group of peer evaluators using the Growth For Learning program.		

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.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district has provided a two-year induction and mentoring program since 2003. We collaborate with the Illinois New Teachers' Collaborative (INTC) and the Novice Teacher Support Program through ROESchoolworks for professional development and assistance as needed. The district has three certified Induction for the 21st Century Educator (ICE 21) Lead Mentors who provide State Approved ICE 21 Mentor Training to all new district selected mentors. Mentors are selected through an application process. They must have a minimum of 5 years teaching experience within the district and two letters of recommendation - 1 from their principal and 1 from a colleague who can speak highly of their work with new teachers. With additional Mentoring and Induction funds, the district has begun to use positive performance evaluations as additional criteria for selecting mentors and continued to enhance the professional development offerings and supports provided to new teachers and their mentors. The District has commenced a planning process to expand the New Teacher Mentoring and Induction Program to include all first-year principals, which began in the 2013-2014 school year.	

	Step 4 - Monitor Plan						

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CII1	The district and school(s) will have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321) **RT3 Expectations:** The district will implement the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.	RT3	Donald Owen	01/01/2013	15	20%	

	Tasks			

Task ID	Task Description	Comments	Assigned to	Completed
1	Administer Survey of Learning Conditions mandated by ISBE to all necessary stakeholders.	All teachers and students have completed the 5Essentials Survey of Learning Conditions.	Donald Owen	03/31/2013
2	Work with district improvement team, building principals, and administrative cabinet to analyze the results of the Survey of Learning Conditions and incorporated analysis of results into continuous improvement process.	The results of the survey were discussed, but we were notified that the State was going to make revisions to their scoring benchmarks. We plan to wait until 2014 scores are released to analyze results as part of our school improvement process. Sept. 2014 Update: We will work with principals during a Cabinet meeting or a Principal's meeting in November of 2014 using 2014 results.	Donald Owen	
3	District and school improvement teams will reflect on survey data as part of continuous improvement process and prioritize areas that are rated either "weak" or "very weak"	We were not able to do this in the fall of 2013 because revisions were being made to the scoring benchmarks. We will do this with 2014 results. Sept. 2014 update: We will do this after our November meeting per previous task.	Natalee Bretz	
4	Create specific action plans informed by the survey data in Rising Star, and identify interim measures of success	Sept. 2014 Update: We will meet with school improvement teams to analyze survey results in November 2014. Following that meeting, Natalee will meet with School Improvement Teams to create action plans in Rising Star	Natalee Bretz	
5	Implement Action Plans and track interim measures of success to maximize effectiveness of implementation		Natalee Bretz	
6	Begin to engage stakeholders around the results of the survey		Jennifer Ivory-Tatum	

7	Prepare stakeholders for Year 2 implementation of the survey	District informed building principals of 5Essentials window. Schools completed surveys within window.	Jennifer Ivory-Tatum	04/25/2014
8	All schools implement Year 2 of the Survey of Learning Conditions.	All building principals sent 5Essentials link to staff.	Jennifer Ivory-Tatum	04/25/2014
9	Work with district improvement team, building principals, and administrative cabinet to analyze the results of the Survey of Learning Conditions and incorporated analysis of results into continuous improvement process.		Donald Owen	
10	RTTT3 SOW Year 2		Dr. Donald Owen	
11	RTTT3 SOW Year 1		Dr. Donald Owen	
12	RTTT3 SOW Year 3		Dr. Donald Owen	
13	Educate building principals and other stakeholders about the changes in the IL5Essentials.		Donald Owen	
14	Prepare stakeholders for Year 3 implementation of the survey		Jennifer Ivory-Tatum	
15	All schools implement Year 3 of the Survey of Learning Conditions, with a goal of receiving a report for teachers and students		Jennifer Ivory-Tatum	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CII3	The district's school improvement process will be aimed at student academic, physical, social, emotional, and behavioral development. (2324) **RT3 Expectations:** The district will support a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3	Natalee Bretz	06/30/2014	11	100%	Undecided

		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.	All school principals participated in Rising Star training and all SIP Team Members of schools currently working in Rising Star have been trained on the continuous improvement process.	Donald Owen	10/15/2012
2	District Monitoring Team will review each SIP to ensure alignment	The District Monitoring Team met on August 30th to review each	Natalee Bretz	09/06/2013

	with Strategic Plan.	School Improvement Plan. The team followed up with individual schools to provide feedback and make suggestions for improvement the first week of September, 2013.		
3	Establish district team and school-level teams for implementation of a comprehensive school continuous improvement process.	The district has established a DIP Team and all schools currently participating in the Rising Star Continuous Improvement Process have established a school-level SIP Team.	Donald Owen	10/15/2012
4	Implement comprehensive school continuous improvement process.	All schools will use the Rising Star Continuous Improvement Process along with the Strategic Plan as a comprehensive school continuous improvement process.	Donald Owen	05/22/2013
5	Building Administrators will participate in a peer review process for their school improvement plans.	A peer review was held on Thursday, May 9, 2013 at Danville Area Community College. It was organized and facilitated by the staff of ROE SchoolWorks, representing ROE's 9 and 54. Our plan was reviewed by personnel from at least two other schools and their feedback was taken into consideration when making final revisions to our Rising Star plan. Participants at the peer review were: Jessica Bradford Natalee Bretz Jaleigh Brill Maryellen Bunton Sean Click Sandra Cooper Eva Cornwell Sarah Elliott Rowdy Fatheree Bethany Free Lisa L.Gocken Kris Graves Kerry Hanson Lindsey Ideus-Ehler Jennifer Ivory Tatum Michele Kachmar Michelle Kimbro Spencer Landsman Larry Maynard Rich McCabe Suanne Medina Phil E Morrison Kim Morstatter Jim Moxley Rachel Palmer Neil Parthun Ryan Peyton Tony Reetz Guadalupe Ricconi Emilie Ross Brad Russell Kristi Sanders Barbara Sartain Lucas Schroeder Tom Shallenberger Robin Twidwell Denise Warner Amanda Wetherell Kurt Willer Barry Wright	Natalee Bretz	05/09/2013
6	Train new building administrators and all building administrators new to Rising Star in the Rising Star Continuous Improvement Process.	All new building administrators and building administrators were trained in the Rising Star Continuous Improvement Process by the district's capacity builder coach. This was completed in September, 2013.	Natalee Bretz	09/30/2013
7	Prepare and submit Local Board Action Report	All principals in year 2 of the Rising Star process prepared and submitted a report on their School Improvement Plan to the Board of Education in October and November 2013.	Natalee Bretz	11/05/2013
8	Schools and district teams will revisit SmartStart and SmartPlan Rising Star Indicators to determine how new data influences task work to achieve/sustain full implementation	All school and district teams reviewed SmartStart indicators by Friday, October 11th, 2013. All school and district teams reviewed SmartPlan indicators by November, 2013.	Natalee Bretz	11/27/2013
9	School and district improvement teams will complete Personalized	School and district teams are completing Personalized Benchmarking	Natalee Bretz	02/28/2014

	Benchmarking	goals, although may not be recording them as so in the appropriate section of Rising Star. The Director of School and District Improvement has set a schedule for schools and is monitoring their progress regularly.		
10	Train new building administrators and all building administrators new to Rising Star in the Rising Star Continuous Improvement Process, if applicable	The Director of School and District Improvement will train all new building administrators and all building administrators new to Rising Star in the Rising Star Continuous Improvement Process when applicable. We do not anticipate any new administrators for the 2014-2015 school year at this time.	Natalee Bretz	02/28/2014
11	District and schools will continue to fully implement Rising Star as a continuous improvement process	The district and all schools are continuing to fully implement Rising Star as a continuous improvement process. This task is ongoing.	Natalee Bretz	08/29/2014

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D11	The district will ensure 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	8	12.5%	

	Tasks		

Task ID	Task Description	Comments	Assigned to	Completed
1	Plan and implement PD for learning maps and ISLE (when available). 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		Chris Fuller	
2	Create an ISLE Implementation Team to accomplish three purposes - 1)data integration & technology operations, 2)instructional and applications strategy, and 3)communications - and will need representation in all three areas. (Example team members include	An ISLE Implementation Team has been established. Members include a Data Integrationist, Technology Coordinators, IT Specialists, Curriculum Director, Professional Development Director, and Superintendents.	Chris Fuller	02/28/2014

	data, IT, instructional technology, curriculum/instruction, communications, union liaison, etc.)			
3	Being engaging stakeholders around ISLE		Donald Owen	
4	Implement Learning Maps through ISLE (when available).		Chris Fuller	
5	RTTT3 SOW Year 2		Dr. Donald Owen	
6	RTTT3 SOW Year 1		Dr. Donald Owen	
7	RTTT3 SOW Year 3		Dr. Donald Owen	
8	Begin using Career Cruising in 6th - 8th grades to assist students in setting personally challenging goals related to college and careers. This will serve as an Individualized Learning Plan model.		Scott Woods	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D7	The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district will establish (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. **Title I Expectations:** Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	SC,SP,RT3,DTI	Jean Korder	08/15/2014	20	50%	

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.	Local Assessment System review was started by Comprehensive Assessment System Focus Group in 2011-12 School Year. The result of their work is the REVISED USD 116 Guidelines for a Comprehensive Assessment System. The Guidelines define key assessment terms,	Jean Korder	05/31/2012

provide the district's philosophy, vision, focus, and conditions of assessment. The document includes criteria for the development or identification of PERA Type II and Type III assessments. The group also surveyed and summarized all assessments currently used in common across the district and identified purpose for which the assessments are designed and used, as well as the content assessed (USD ASSESSMENT SUMMARY MATRIX). Additionally in that same document, the Focus Group identified assessments currently used for screening and benchmarking purposes in the RtI process and forwarded that document to the Combined Committee for Academic Rti and Comprehensive Assessment. This working committee, at the charge of Program Council, will work over the course of the 2012-13 school year to improve the consistency and scope of screening and benchmarking assessments through the RtI process and make recommendations to Program Council regarding a timeline for gradual implementation and systematic support for the common district screening and benchmark assessments. The ASSESSMENT SUMMARY MATRIX will be further modified by the PERA Student Growth Measures Committee to ensure that the identified assessments meet the Criteria for each PERA Type as outlined in the Assessment Guidelines and aligned with the PERA Guidelines. Both the Combined Committee and the Student Growth Committee will consider district needs to ensure fidelity of administration and scoring of all assessments identified as part of the district's Comprehensive Assessment System.

3	Design, develop and/or procure assessments needed for local assessment system.	Assessment Matrix for SGM is complete and reflects the Matrix from the Blended Task Force (Outlines benchmark, screening, diagnostic, formative, summative, and high-stakes measures and uses). The Assessment Matrix from the Blended Task Force indicates Type I, Type II, and Type III for each identified assessment. The two matrices together provide two different views of similar tasks and provides a clear picture for how we might determine student growth.	Jean Korder	05/22/2013
4	Preliminary implementation of local assessment system.	Urbana School District has begun a preliminary implementation of a local assessment system. A matrix of assessments has been published in the Guide to the Collaborative Framework and the Student Growth	Jean Korder	08/30/2013

		Component. Both documents were distributed to all teachers within the first ten days of school.		
5	Design a standards-based reporting system for implementation in the 2014-2015 school year for middle school and high school (this may be integrated into ISLE)	The Elementary Task Force/Focus Group is making revisions to current standards-based system based on feedback solicited from teachers (via grade-level meetings) and families (via Survey-Monkey). The Secondary Task Force/Focus Group is completing Action Plans for transitioning to standards-based grading/reporting over the next two school years (2013-14 & 2014-15). Initial Action Plans will be completed prior to 6/28/13. The Focus Groups will meet periodically over the next two years to monitor implementation and adjust Action Plans as needed.	Jean Korder	
6	Create and train Professional Development Cadre of teachers to lead professional development in assessment, differentiation, and Understanding by Design.	As part of the Unified Professional Development Plan, approximately 60 teachers and all administrators were trained in Informative Assessment May 29-June 1, 2012. Approximately 70 teachers and all administrators were trained in Responsive Teaching and Differentiation May 29-May 31, 2013. Approximately 50 teachers and all administrators were trained in Effective Teaching Practices (specifically focused on four components of the Danielson Framework for Teaching) in June and August of 2014. These teachers are charged with the responsibility of planning, organizing, and facilitating professional development on these topics to their professional groups throughout the school year. This is an ongoing task of this indicator.	Katherine Barbour	
7	Send teachers to participate in several sessions to build, provide feedback on, and edit assessment tools (such as assessments, items, rubrics, performance tasks, etc)	According to RT3 correspondence, ISBE is no longer sending teachers to develop assessments until the fall of 2013. Therefore we are postponing our completion date. Sept. 2014 Update: We are still awaiting direction from ISBE on this.	Katherine Barbour	
8	Establish a committee to create a plan for implementing Standards Based Reporting at Grades 6-12 (because we already have a Standards Based Reporting System aligned to CCSS at grades EC-5).	A committee has been formed to research and plan for Standards Based Reporting at Grades 6-12. Currently three (3) teachers at the secondary level are piloting Standards Based Reporting through Skyward Gradebook.	Jean Korder	09/04/2012
9	Revise assessments based upon pilots and continue the design, development, and/or procurement of assessments. Add information to the assessment matrix that includes which of these assessments best measures student growth.	Postponed due date until after "no stakes" year of student growth implementation in order to review assessment measures. Sept. 2014 Update: Evaluators and the Director of Assessment will review and approve assessments for measurement of Student Growth as	Jean Korder	

		teachers complete the Pre-Approval Form of Type II and III Assessments. We will begin to add assessments to the District Pre-Approved Assessment Matrix. Grade Levels, Departments, and Course Teams will continue to review and revise assessments based on student results throughout the year.		
10	Implement formative and "through course" assessments" and develop procedures for ongoing development and review of formative and summative assessments by grade level, department level, and/or course alike teams.	According to the Unified PD Plan, GLL and Dept. Leaders are being charged with developing/identifying common assessment and rubrics for critical learning within their courses. We will write up a "procedure page" and measure it against some kind of fidelity check (since we're actually supposed to be doing that as we outlined in the SGM 'approval of Type II and Type III assessments. Sept 2014 Update: Program Council, Grade Levels, Course Teams and Departments are developing and reviewing formative and summative assessments and analyzing student work to measure the quality of the assessment. Assessments and Pre-Approval Forms are being sent to the Director of Assessment for further review and approval to add to the district assessment matrix.	Jean Korder	09/26/2014
11	Train administrators in Student Growth Objectives	All administrators and district evaluators were trained in new PERA regulations and the Student Growth Component of our district's evaluation plan on August 7th and 8th, 2013.	Jean Korder	08/08/2013
12	Finalize plans to pilot measures of student growth (not for stakes) during the 2013-2014 school year	Plans for the Student Growth Component of our Supportive Supervision and Evaluation plan was completed in August of 2013, and plans were distributed to all staff within the first ten days of school.	Jean Korder	08/30/2013
13	Implement a pilot of student growth measures for teacher evaluation	Urbana School District implemented a Student Growth Component "not for stakes" as part of the Supportive Supervision and Evaluation Plan for certified staff in August 2013. All teachers in Urbana submitted Student Growth Objectives in October 2013. All principals and evaluators are working with each other and their teachers to monitor student growth goals.	Jennifer Ivory-Tatum	10/15/2013
14	Teachers from "priority areas" (a few per district) participate in training on assessment literacy and developing assessments	We do not know what these trainings are, or when they will be held. We need more information from ISBE and RT3. Sept. 2014 Update: A pilot group of CTE, Fine Arts, Special Education, and ESL teachers participated in a training provided by the state in September. We have been told that trainings for other content areas will commence later this year.	Katherine Barbour	

15	Finalize plan for full implementation of assessments for student growth measures	The PERA Re-Calibration Committee on Student Growth met in spring of 2014 to revise the Pre-Approval of Type II and III assessments. Teachers are completing these forms when developing or identifying new assessments. Evaluators are approving the assessments and then sending them to the Director of Assessment for further review and approval to be added to the District Pre-Approved Assessment Matrix for future use of measurements for student growth.	Jean Korder	08/01/2014
16	Fully implement student growth component for teacher evaluation	The Student Growth Component of the Supportive Supervision and Evaluation Plan is being fully implemented in the 2014-2015 school year as a significant factor of the teacher's performance evaluation rating (30%).	Donald Owen	08/18/2014
17	Implement a standards based reporting system for middle school and high school		Jean Korder	
18	RTTT3 SOW Year 2		Dr. Donald Owen	
19	RTTT3 SOW Year 1		Dr. Donald Owen	
20	RTTT3 SOW Year 3		Dr. Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D9	The district curriculum will encompass 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 will establish 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. **Title I Expectations:** (a)Describe the **schoolwide and/or targeted assistance programs to be conducted in the district's schools;** and where appropriate, (b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)	SC,RT3,DTI	Natalee Bretz	06/30/2016	19	42.11%	

	Tasks			
Task ID	Task Description	Comments	Assigned to	Completed
1	Hire Certified Teachers to implement STEM Programs of Study.	All courses in STEM Programs of Study are already in place, therefore we will not be hiring any new certified teachers at this time.	Joe Wiemelt	02/28/2014
2	Identify priority STEM cluster areas.	USD116 has identified Energy, Informational Technology, and Research and Development as our top 3 STEM cluster areas, in that order.		11/07/2012
3	Design STEM Programs of Study by developing the grades 9-14 curriculum template for each POS (course requirements, course sequences, industry credentials, dual credit, articulation agreements, work-based experiences) and begin working on curriculum alignment/revision	Each Program of Study has been designed with course requirements, course sequences, industry credentials, and dual credit. We are still working on articulation agreements and work-based experiences at this time, but curriculum templates are complete. Sept. 2014 Update: We have started a mentor match program with our Learning Exchange partners in order to match students with mentors in the field to provide work-based learning experiences. We are also providing work-based experiences through the CTE Executive Internship program within our Finance POS.	Joe Wiemelt	02/28/2014
4	Continued STEM Programs of Study design; preliminary implementation.		Joe Wiemelt	
5	Begin using Career Cruising in 6th - 8th grades to assist students in setting personally challenging goals related to college and careers as an Individual Learning Plan model		Scott Woods	
6	Send a group of secondary math and science teachers to ISU's Teaching Next Generation Energy Concepts with Next Generation Science Standards workshop for Energy course and curriculum development.	Approximately 18 science and math teachers from Urbana Middle School and Urbana High School participated in this 10 day workshop on Teaching Next Generation Energy Concepts with Next Generation Science Standards in July 2013.	Katherine Barbour	07/31/2013
7	Identify two Programs of Study.	The STEM Programs of Study Focus Group identified Accounting (Finance Cluster) and STEM (Research and Development Cluster) as Urbana's two Programs of Study.	Joe Wiemelt	09/26/2013
8	Convene a focus group to explore Pathways in depth	A focus group consisting of the UMS and UHS Principals, head Guidance Counselors, CTE Teachers, and Central Office staff has been established and plans to meet regularly in August, September, and October to explore Pathways in depth.	Joe Wiemelt	08/19/2013
9	Identify partners (community college/business/industry, etc), and	We have identified partners with Parkland College, EFE, and the	Donald Owen	02/28/2014

	engage with the STEM Learning Exchange(s) and EFE Directors	Energy and R & D Learning Exchanges. Sept. 2014 Update: We have also started an online mentor match program with our partners in order to match students with mentors in the field to provide work-based experiences.		
10	Examine current curriculum within each POS, and review the adequacy, rigor, and materials of their existing courses. This task is ongoing.	This task is ongoing.	Joe Wiemelt	
11	Examine equity measures within the relevant courses (possible groups: racial/ethnic, SES, special populations, aspiring first-generation college students, etc.). This task is ongoing.	In 2013, UHS analyzed equity measures within all courses at UHS by compiling a breakdown of subgroups per course. UHS is currently working on a plan to address the inequities discovered.	Joe Wiemelt	05/31/2013
12	Provide professional development to Guidance Counselors on career advising, identifying/placing students into POS, parent involvement, and monitoring progress		Joe Wiemelt & Matthew Stark	
13	Coordinate with community colleges on College and Career Readiness Program (CCRP) planning for each POS. This task is ongoing.	The College and Career Academy at Parkland through the EFE will provide an area vocational center for different careers.	Joe Wiemelt	
14	Fully implement two STEM Programs of Study	Two Programs of Study are in place at Urbana High School in the 2014-2015 school year. However, we need to formalize how the information regarding the Programs of Study is presented to students and families during Freshman Orientation, through the process of career advising, and in the UHS Course Offerings Booklet.	Joe Wiemelt & Matthew Stark	
15	RTTT3 SOW Year 2		Dr. Donald Owen	
16	RTTT3 SOW Year 1		Dr. Donald Owen	
17	RTTT3 SOW Year 3		Dr. Donald Owen	
18	Include the STEM Programs of Study in the UHS course offerings booklet to provide information to students and families.		Matthew Stark	
19	Fully implement Individual Learning Plan model at UMS.		Scott Woods	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA01	The district will build partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1) **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	Donald Owen	06/30/2015	7	28.57%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Create plans to engage stakeholders around the Revised School Report Card		Donald Owen	
2	Host meetings with stakeholders prior to the release of the Revised School Report Card to discuss components and changes	Discussed at BOE Meetings and at Rotary Club.	Donald Owen	10/31/2013
3	Distribute information about outcomes on the report card to stakeholders	The district sent a letter home to all families about the new report card and posted information about it on the Superintendent's blog.	Donald Owen	10/28/2013
4	Host meetings with stakeholders to discuss school report cards and ways to use the data for continuous improvement in schools		Donald Owen	
5	Create plans to engage stakeholders around ISLE		Donald Owen	
6	Host meetings with stakeholders to discuss ISLE and ways to use the data for continuous improvement in schools		Donald Owen	
7	Principals will provide information to include in IIRC related to their school and the 5Essentials		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA02	The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. (2) **RT3 Expectations:** The district will use 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. **Title I Expectations:** Describe how the district will **use funds under Title I to support preschool programs** such as Early Reading First, Head Start, and Even Start.	SC,RT3,DTI	Donald Owen	06/30/2015	7	14.29%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Create plans to engage stakeholders around the Revised School Report Card		Donald Owen	
2	Host meetings with stakeholders prior to the release of the Revised School Report Card to discuss components and changes		Donald Owen	
3	Distribute information about outcomes on the report card to stakeholders	The district sent a letter home to all families about the new report card and posted information about it on the Superintendent's blog.	Donald Owen	10/28/2013
4	Host meetings with stakeholders to discuss school report cards and ways to use the data for continuous improvement in schools		Donald Owen	
5	Create plans to engage stakeholders around ISLE		Donald Owen	
6	Host meetings with stakeholders to discuss ISLE and ways to use the data for continuous improvement in schools		Donald Owen	
7	Principals will provide information to include in IIRC related to their school and the 5Essentials		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA03	The district will build partnerships with parent organizations in district and school improvement planning and will maintain regular communication with them. (3) **RT3 Expectations:** The district will use 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. **Title I Expectations:** Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)	SC,RT3,DTI	Donald Owen	06/30/2015	9	33.33%	

Tasks				
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Create plans to engage stakeholders around the Revised School Report Card		Jennifer Frerichs	
2	Host meetings with stakeholders prior to the release of the Revised School Report Card to discuss components and changes	Shared report card with District Parent Advisory Committee, and established a working committee to create a support tool to help parents better understand the elementary progress report	Donald Owen	09/25/2014
3	Distribute information about outcomes on the report card to stakeholders	The district sent a letter home to all families about the new report card and posted information about it on the Superintendent's blog.	Jennifer Frerichs	10/28/2013
4	Host meetings with stakeholders to discuss school report cards and ways to use the data for continuous improvement in schools		Donald Owen	
5	Create plans to engage stakeholders around ISLE		Donald Owen	
6	Host meetings with stakeholders to discuss ISLE and ways to use the data for continuous improvement in schools		Donald Owen	
7	RTTT3 SOW Year 1		Dr. Donald Owen	
8	Host a Parent Academy for incoming Kindergarten parents to provide PD on school and district initiatives such as Common Core and the State Report Card.	Parent Academy held first week of August, 2014	Jennifer Frerichs	08/08/2014
9	Principals will provide information to include in IIRC related to their school and the 5Essentials		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA04	The district will provide incentives for staff who work effectively in hard-to-staff and restructured schools. (4)		Donald Owen	05/17/2012	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 will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) **RT3 Expectations:** The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3	Chris Fuller	06/30/2015	13	30.77%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Assign a data integrationist to work with ISBE and CPSI 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).	Darcy Widener is our Data Integrationist and will work with ISBE and CPSI to plan the scope of work to begin ILSE data ingestion.	Donald Owen	11/28/2012
2	Monitor 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).	The Superintendent is monitoring the scope of work for ISLE in all areas, including data ingestion.	Donald Owen	02/28/2014

3	Complete data integration	ISLE data ingestion is almost complete. The Superintendent is monitoring this work.	Donald Owen	02/28/2014
4	Create a plan about how to deploy ISLE	The Superintendent has created a plan to pilot ISLE with a small group of teachers in 2014. Training and professional development will begin in the spring and summer. A small group of district administrators are also participating in the Think Gate Assessment Resources Focus Group to learn more about the ISLE database and its functions.	Donald Owen	02/28/2014
5	Begin engaging stakeholders around ISLE		Donald Owen	
6	Roll out professional development to teacher for how to use ISLE applications and dashboards		Chris Fuller	
7	Begin to use ISLE instructional applications and dashboards		Chris Fuller	
8	Roll out new applications and increase use across district and schools		Chris Fuller	
9	RTTT3 SOW Year 2		Dr. Donald Owen	
10	RTTT3 SOW Year 1		Dr. Donald Owen	
11	RTTT3 SOW Year 3		Dr. Donald Owen	
12	Recruit a volunteer group of teachers to pilot ISLE. Training and PD for teachers will follow once group is established.		Jennifer Ivory-Tatum	
13	Provide professional development for pilot teachers.		Chris Fuller	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) **Title I Expectations:** Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Jean Korder	05/26/2017	6	66.67%	

		Tasks		
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**

1	Through a district-wide professional development plan, we will strengthen the use of meaningful assessment by all teachers to collect data, provide effective feedback, and adjust instruction		Katherine Barbour	
2	In collaboration with the UEA, the district will establish a Student Growth Committee.	The Student Growth Committee has been formed and is currently looking to expand its membership to ensure equal representation form all levels and schools.	Jean Korder	05/25/2012
3	All building principals will participate in evaluation training. All new principals to the district will participate in evaluation prior to the start of the school year if they haven't been trained already.	All building principals participated in evaluation training in the summer of 2012.	Donald Owen	09/15/2012
4	The Student Growth Committee will identify common local assessments and benchmarks to be used for setting district and school achievement goals and Student Growth evaluation goals.	The Student Growth Committee identified all available pre-approved assessment types for job-alike categories as well as a summary of preapproved assessment types to be used for setting district and school achievement goals and Student Growth Objectives. Both of these documents will be included in the Handbook and Guidelines for the Student Growth Component of the Supportive Supervision and Evaluation Plan (Chart PA.1 and Chart PA.2).	Jean Korder	02/01/2013
5	The district will analyze student assessment data for use for setting district and school achievement goals and Student Growth evaluation goals.		Jean Korder	
6	The district will describe student academic benchmark assessments that are in addition to state academic assessments used.	The district developed a benchmark target matrix that was included in the Collaborative Framework Guidelines that was distributed to all district staff on August 16th, 2013.	Jennifer Frerichs	08/16/2013

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL	Donald Owen	05/22/2015	0		
			Tasks				
Task ID	Task Description		Comments		Assigned to		Completed

There are no tasks created for this Objective

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA12	The district will intervene early when a school is not making adequate progress. (12)	SP,SD	Donald Owen	08/18/2014	0		

Tasks				
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
	There are no tasks created for this Objective			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IB01	The district will operate with district-level and school-level improvement teams. (16) **RT3 Expectations:** The district will establish professional learning communities to support all aspects of the instructional improvement process.	SS,RT3	Donald Owen	08/18/2014	10	30%	

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).	We began an initial discussion of this at the CIA meeting on February 21, 2013 and mapped out all of our district initiatives to structure the focus for everything we do around student learning. We also discussed the importance of fostering professional and collaborative conversations around the question: "What's the evidence we are gathering, and how will we respond to it (both regular and systematic)"?	Donald Owen	02/21/2013
2	Identify a representative body of approximately 10-20 individuals	The Superintendent has identified the Administrative Cabinet Team	Donald Owen	02/28/2014

	from across the district who truly understand the characteristics of Professional Learning Communities to be facilitators and group representatives.	as a representative body for establishing professional learning communities.		
3	Survey principals and teachers about current practices and barriers to professional learning to determine additional training or professional development needs for professional learning communities.		Donald Owen	
4	Create a differentiated training approach to support Professional Learning Communities throughout the district		Donald Owen	
5	Identify or create a rubric/continuum of stages for becoming Professional Learning Communities at the building and district levels	The district has identified a rubric/continuum of stages for becoming a professional learning community in the Learning by Doing (DuFour, DuFour, and Eaker) book; pages 34-36	Donald Owen	02/28/2014
6	Evaluate progress in each building and at the district level annually, using the continuum of stages, and make adjustments in the plan as necessary		Donald Owen	
7	Implement and utilize professional learning communities to support all aspects of the instructional improvement process		Donald Owen	
8	Implement changes or adjustments to professional learning communities based on evaluation.		Donald Owen	
9	RTTT3 SOW Year 2		Dr. Donald Owen	
10	RTTT3 SOW Year 3		Dr. Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IB02	In collaboration with its schools, the district will examine improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS	Donald Owen	05/23/2014	10	0%	
		Tasks					

Task ID	Task Description	Comments	Assigned to	Completed
1	Hire a "Director of Data" to manage the district data system, analyze and evaluate multiple sources of data and provide professional development in the effective interpretation of data		Donald Owen	
2	Determine the data needed to evaluate programs and strategies, inform instruction, and communicate progress		Donald Owen	
3	Identify systems in ISLE to support this objective.		Diretor of Data	
4	Secure technology and build infrastructure to support the Data System with staff input		Chris Fuller	
5	Develop instrument to evaluate progress of programs (Title One, SpEd, ELL/bilingual, etc.)		Director of Data	
6	Provide mandatory professional development for all staff on the use of the Data System		Director of Data	
7	Analyze and revise current program evaluation rubric to evaluate staff's effective use of system (strategies, effective instruction, transparency)		Director of Data	
8	Evaluate administrator and teacher fluency with data dashboard system on a yearly basis		Director of Data	
9	Repeat professional development each year for 4 subsequent years until all staff are fluent with the system		Director of Data	
10	Reconvene the District Monitoring Team		Donald Owen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC01	The school will report and document its progress monthly to the superintendent, and the superintendent will report the school's progress to the school board. (28)	SP	Preston Williams Jr.	05/24/2013	0		

		Tasks		
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**

There are no tasks created for this Objective

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC03	District and school decision makers will meet at least twice a month to discuss the school's progress. (30)		Preston Williams Jr.	05/24/2014	1	100%	Undecided

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.	All agendas for Principals Meetings and Cabinet Meetings this year focus on the Strategic Plan and student learning. This will continue throughout the rest of the school year.	Donald Owen	11/28/2012

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IC06	The district will provide 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.		Chris Fuller	
2	District Tech Cadre will present recommendations and timeline for professional development related to data management.		Chris 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 will be built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) **HQT Expectation:** Staff development will be used to support getting all teachers highly qualified.	SP,HQT	Donald Owen	05/24/2013	4	75%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The Assistant Superintendent for Human Resources and the UEA Vice President for Support Staff shall form a training committee to identify ESP training and professional development needs.	A committee has been formed and met on 12/6/2012. The committee is planning to send out a survey to recruit new members.	Gayle Jeffries	12/06/2012
2	The training committee will recommend professional development activities for ESPs for the following school year.	The training committee compiled survey results and are currently soliciting more membership to include certified teachers. The committee is currently designing and planning professional development activities for the 2013-2014 school year.	Gayle Jeffries	02/28/2013
3	Assess PD needs for ESP personnel.	The committee has distributed a needs analysis survey to all ESP personnel. The surveys are due to be returned by December 20, 2012. Upon analysis of the survey results, the committee will begin to make recommendations for PD.	Gayle Jeffries	12/21/2012
4	Implement professional development for support staff during the 2013-2014 school year.		Todd Taylor	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID02	All teams will write statements of purpose and guidelines for their operation. (37)		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 will incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. **RT3 Expectations:** The school district will implement 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	11	81.82%	

	Tasks			

Task ID	Task Description	Comments	Assigned to	Completed
1	District PERA Joint Committee will make recommendations about assessments, percentages, and timeline.	The District PERA Joint Committees on Sequence of Dismissal, the Supportive Supervision and Evaluation Plan, and the Student Growth Model presented their first read to the BOE on May 21, 2013. All documents include recommendations about assessments, percentages, and timelines for evaluation purposes.	Gayle Jeffries	05/21/2013
2	All administrators who evaluate principals, assistant principals and/or teachers will successfully complete the mandated Evaluator Training Modules by dates determined by ISBE.	All administrators have completed all of the mandated Evaluator Training Modules to date.	Preston Williams Jr.	12/31/2012

3	Meet with UEA Leadership to explore Peer Evaluation Models, as allowed by the CBA		Donald Owen	
4	Implement PERA's teacher evaluation requirements.	All building and administrators have implemented the district's evaluation plan according to the new PERA teacher evaluation requirements. All staff received an orientation of the district's evaluation plan within the first 10 school days.	Donald Owen	08/16/2013
5	Implement evaluation system with "no stakes" student growth component.	All building and administrators have implemented the district's evaluation plan with the new Student Growth Component (not for stakes in 2013-14) for teacher evaluations. All staff received an orientation of the district's evaluation plan with the new Student Growth Component (not for stakes in 2013-2014) within the first 10 school days.	Jean Korder	08/16/2013
6	Train selected peer evaluators including PERA pre-qualification.		Donald Owen	
7	Train additional evaluators not included previously including PERA pre-qualification	All new administrators have completed all of the mandated Evaluator Training Modules to date. This task is ongoing as new administrators are hired.	Todd Taylor	08/16/2013
8	Train administrators in Student Growth Objectives	All district administrators and evaluators were trained in new PERA regulations and the Student Growth Component of the district's evaluation plan on August 7th and 8th, 2013. Facilitators: Jennifer Ivory-Tatum, Deputy Superintendent Scott Woods, Principal of Urbana Middle School Jean Korder, Director of Curriculum, Assessment & Instruction Natalee Bretz, Director of District and School Improvement	Jean Korder	08/08/2013
9	Continue informal meetings with joint committees to develop PERA implementation plans	New meetings are scheduled in April 2014. This is an ongoing process and committees will reconvene as needed and appropriate.	Gayle Jeffries	04/09/2014
10	Implement evaluation system with student growth component Fall 2014	The Student Growth Component of the Supportive Supervision and Evaluation Plan is being fully implemented during the 2014-2015 school year as a significant factor of the teacher's performance evaluation rating (30%).	Jean Korder	08/18/2014
11	Continue inter-related reliability discussions with administrators	Evaluators have met in August, October, December, January, February, and in March to have discussions around inter-rated reliability. These conversations will continue as needed. Sept. 2014 Update: A PERA Re-Calibration Committee convened in the spring of 2014 to make decisions based on administrator and UEA feedback.	Jennifer Ivory-Tatum	03/19/2014

		Revisions were made to the PERA documents in the summer of 2014 and distributed to teachers in August.		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
RT3-2	The district will provide induction and mentoring supports to all beginning teachers and principals. **RT3 Expectations:** The district will establish 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	Natalee Bretz	08/01/2013	6	100%	Undecided

Tasks				
Task ID	**Task Description**	**Comments**	**Assigned to**	**Completed**
1	Form a committee to revise mentor selection criteria to include performance evaluation information.	Performance evaluation ratings will be included in the mentor selection process. Mentors must have an average evaluation ranking of proficient or higher.	Natalee Bretz	09/14/2012
2	Develop a plan to establish induction and mentoring program for all first-year principals.	Urbana has established criteria and process for becoming a principal mentor in USD116 as well as New Principal Induction and Mentoring goals and requirements in USD116.	Natalee Bretz	05/01/2013
3	Select principal mentors for all first year principals	All first year principals received mentors selected by the Superintendent, Assistant Superintendents and other district administrators.	Donald Owen	09/02/2013
4	Implement an induction and mentoring program of at least 1 year program for new principals and continue to implement an induction and mentoring program of at least 2 year program for new teachers.	An Induction and Mentoring Program for Principals and Teachers has begun for the 2013-2014 school year.	Natalee Bretz	08/30/2013
5	Continue to fully implement an induction and mentoring program of at least 1 year program for new principals and continue to implement an induction and mentoring program of at least 2 year program for new teachers	USD is continuing to fully implement an induction and mentoring program of at least 1 year for new principals and implement an induction and mentoring program of at least 2 years for new teachers.	Natalee Bretz	02/28/2014
6	Participate in technical assistance activities provided by ISBE	USD has participated in the INTC Networking Focus Group and has	Natalee Bretz	02/28/2014

contracted (once identified).	attended the INTC Annual Conference for technical assistance.		