

District Data - Contact Information

District Information

District Name:	BROOKWOOD SD 167	District Address:	201 E GLENWOOD DYER RD
City/State/Zip:	GLENWOOD, IL, 60425 1845	RCDT Number:	070161670020000
Superintendent:	Dr. Valorie Moore	Superintendent Email:*	vmoore@brookwood167.org
District Phone:	7087585190      Ext:	District Fax:	7087572104

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	Actions
District Leadership Team BW 167	District Superintendent	7087585190	phollich@brookwood167.org	Superintendent	<a href="#">Edit</a>   <a href="#">Delete</a>
Valorie Moore	District Superintendent	(708)757-2102	vmoore@brookwood167.org		<a href="#">Edit</a>   <a href="#">Delete</a>
Rene Santiago	District Superintendent Designee	708-758-5190	rsantiago@brookwwod167.org	Assistant Superintendent	<a href="#">Edit</a>   <a href="#">Delete</a>
Juan Lyle	Technology Plan User	708-758-5190	jlyle@brookwood167.org	District Staff	<a href="#">Edit</a>   <a href="#">Delete</a>
Onquanette Pierce	District Process Manager	7087585350	opierce@brookwood167.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>
Reginald Patterson	District Improvement Team Member	708-757-2100	rpatterson@brookwood167.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>
Bethany Lindsay	District Improvement Team Member	708-758-5252	blindsay@brookwood167.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>
Shawn Jackson	District Improvement Team Member	708-758-4520	sjackson@brookwood167.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>

Please enter School Board member  contact information.

Name	Phone	Email	Actions
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.

In 2013 District-wide, there were 2 ethnic subgroups; Hispanic and Black. There were 3 other subgroups; low-income, LEP and Students with Disabilities.

The Hispanic subgroup performed higher in Reading (48.5) and in Math (46.2) than the Black subgroup (Reading 47.4 and Math 39.2).

Students with disabilities scored the lowest in Reading (8.3) and Math (19.4) than any other subgroup.

LEP students scored a 30.4 in Reading and a 43.5 in Math. In Reading, LEP students scored below the Black and Hispanic subgroups. In Math, LEP students scored lower than the Hispanic subgroup, and higher than the Black subgroup.

All subgroups had a decrease in achievement on the 2013 ISAT assessment. The decrease occurred across the state of Illinois due to the change in Cut Scores.

ACCESS information is out-dated; last results were in 2011.



**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.

On the 2013 ISAT in Reading, the Hispanic, Black and Low-Income subgroups performed better in Reading than in Math. Students with Disabilities and LEP students performed higher in Math than in Reading.

On the 2013 ISAT, LEP students performed higher in Math than the Black subgroup. Also, LEP students performed higher in the area of Math than in Reading.

Students with disabilities scored significantly lower in Reading than in Math.

The Hispanic subgroup was the only subgroup to make AYP in Reading by meeting the Safe Harbor Target in Reading.

**External Factors:** All subgroups had a decrease in achievement on the 2013 ISAT assessment. The decrease occurred across the state of Illinois due to the change in Cut Scores.

**Internal Factors:** LEP students may have done better in Math since Math performance is less dependent on the English Language. LEP students may have done better in Math than Black students due to a motivation factor. Motivating students to perform better on assessments may increase scores.

## 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.



**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.

## 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.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The Board of Education is in the final stages of developing a three year strategic plan aligned to the mission statement and belief statements that includes specific goals and objectives regarding college and career readiness for all students. A new mission statement and belief statements were adopted at the January 2012 regular meeting of the Board of Education. The strategic plan will be finalized in March/April and communicated to stakeholders via the website and communications by the end of the school year. The new three year strategic plan was adopted by the board of education at the April 2012 board meeting. The 2012-2013 school year is the first year of the plan and will be reviewed in January 2013 for the FY14 school year.	

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 school board is actively involved in the process of strategic planning with assistance from IASB. The top three focus areas for the next three years are curriculum improvement/enhancement, student achievement, and district facilities. The data that was recently collected from the Town Hall meeting on December 7 and Board strategic planning from October 8 and December 19 will be incorporated into the current Action Plan that includes goals, objectives, and activities. The community stakeholders have been actively involved in this process. The Board is actively engaged in promoting the District's vision to the community. Next steps include galvanizing the community to support future initiatives that support District improvement efforts. There's a Board Curriculum Committee...put specific information about purpose of committee. Review contents from last years info... New leadership has brought forth higher expectations and a clearer vision for success	

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) <b>Title I Expectations:</b> 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.	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:	Currently the Superintendent is actively involved with district level committees to promote academic achievement and maintain the climate of high expectations for all students and ensure that staff has access to resources and professional development including technology to support student learning. We need to address the academic achievement of specific subpopulations such as ELL, low-income, and special education students to differentiate instruction for increased academic progress. Based on the ISAT data from the previous two school years there is a significant discrepancy between the reading and mathematics achievement between boys and girls with boys scoring significantly lower.		

Step 2 - Assess Indicators  
District and School Improvement Processes

IA01	<p>The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)  <b>RT3 Expectations:</b> 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.</p>	SC,RT3
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>The Board of Education established five board committees during the 2011-2012 school year. They are Finance, Personnel, Policy, Buildings and Grounds, and Male Parent Advisory Committees. Municipal and Civic Leaders as well as Board Members sit on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Municipal and Civic Leaders also attend our Crisis Team Meetings and Risk Watch meetings. Minutes are kept for all meetings listed.</p>	
IA02	<p>The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)  <b>RT3 Expectations:</b> 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.  <b>Title I Expectations:</b> Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.</p>	SC,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>The Board of Education established five board committees during the 2011-2012 school year. They are Finance, Personnel, Policy, Buildings and Grounds, and Male Parent Advisory Committees. Community leaders as well as Board Members sit on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Municipal and community members also attend our Crisis Team Meetings and Risk Watch meetings. Minutes are kept for all meetings listed.</p>	
IA03	<p>The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)  <b>RT3 Expectations:</b> 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.  <b>Title I Expectations:</b> Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)</p>	SC,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The Board of Education established five board committees during the 2011-2012 school year. They are Finance, Personnel, Policy, Buildings and Grounds, and Male Parent Advisory Committees. Rep[resentatives from parent organizations as well as Board Members sit on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Representatives from parent organizations also attend our curriculum committee meetings. Minutes are kept for all meetings listed.
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IA07	The district sets district, school, and student subgroup achievement targets. (7) <b>Title I Expectations:</b> Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
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Index:	9	(Priority Score x Opportunity Score)
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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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Current level of development or implementation:	1. The district uses AimsWeb to assess math and reading skills for all students three times per year. Progress monitoring is conducted regularly (biweekly or monthly) based on individual student need. 2. Fountas and Pinnell assessments, 95% Group reading inventories and local writing assessments are conducted with all students three times per year as formative assessments to inform instruction at the classroom level. Flexible intervention groups are formed based on analysis of the data. 3. Teachers have received and continue to receive ongoing professional development using the 95% Group instructional materials, Gretchen Courtney reading comprehension training, use of technology, and differentiated instruction. 4. The Board of Education and superintendent are in the process of creating a new vision of high expectations for student academic achievement. The new mission statement was adopted in Winter 2012. 5. At the November 14 the Board of Education approved the purchase of the Power School data management system to develop a cohesive system for teacher and administrative access to individual student data. 6. All students regardless of subgroup are expected to meet state benchmarks for annual yearly progress. 7. Ongoing staff development with the 95% Group will continue at all four schools during the 2012-2013 school year. Add NWEA
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IB01	The district operates with district-level and school-level improvement teams. (16) <b>RT3 Expectations:</b> The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3
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Level of Development or Implementation for this Indicator.	Full Implementation	
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Evidence that this indicator has been fully and effectively implemented:	<p>1. The superintendent and all four principals have participated in training for Professional Learning Communities. Principals use a collaborative decision making process at the building level with staff assigned to that school. 2. School improvement teams are in place at all four schools. 3. The Board of Education is in the process of developing a new strategic plan. Board members have attended workshops sponsored by IASB regarding governance, finance, and the law. A new mission statement and belief statements were formally adopted by the Board of Education at the November 14, 2011 board meeting. A Town Hall meeting is scheduled for December 7, 2011. All community stakeholders are invited to this interactive meeting that will be facilitated by IASB to gather input that will be used to develop the strategic plan. The Board will hold a special board meeting on December 19, 2011 to develop a vision statement for the district. 4. The District Improvement Team consists of five board committees comprised of board members, community members, teachers, and administrators and the Curriculum Council that is comprised of teachers and administrators. Parents, students, and community members are invited to participate in subject area committees. The five committees are Policy, Finance, Buildings and Grounds, Personnel, and Male Parent Advisory Committee. These committees meet regularly and provide input to the Board of Education and administration as part of the decision making process. 5. In January 2012 the Board of Education has a timeline to complete the strategic plan complete with goals, activities, and objectives for the next three to five years.</p>
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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.		No development/Implementation
		Not a Priority or Interest
Reason why this indicator is not a priority or interest:		Brookwood School District 167 does not have any schools in restructuring status.

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.		No development/Implementation
		Not a Priority or Interest
Reason why this indicator is not a priority or interest:		Brookwood School District 167 does not have any schools in restructuring status.

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.		No development/Implementation

	Not a Priority or Interest
Reason why this indicator is not a priority or interest:	Brookwood School District 167 does not have any schools in restructuring status.

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.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	Brookwood School District 167 does not have any schools in restructuring status.	

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:	The school improvement plans include research based instructional materials and staff development from the 95% Group, Fountas and Pinnell, Gretchen Courtney, RtI models, and AIMSweb.	

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 goals in the school improvement plans are written as SMART goals (sustainable, measureable, attainable, realistic, and timely)to reflect the vision of the school.	

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.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	Brookwood School District 167 does not have any schools in restructuring status.	

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.	No development/Implementation		
	Not a Priority or Interest		
Reason why this indicator is not a priority or interest:	Brookwood School District 167 does not have any schools in restructuring status.		

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.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	While some quick wins have been included this is an area that could be addressed more fully particularly in the area of mathematics.		

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.	No development/Implementation		
	Not a Priority or Interest		
Reason why this indicator is not a priority or interest:	Brookwood School District 167 does not have any schools in restructuring status.		

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 four schools have School Improvement Teams. The District has a District Improvement Team. All administrators have received training in the professional learning community model. These teams use a collaborative decision making model.		

ID10	<p>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)</p> <p><b>Title I Expectations:</b> Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in <b>targeted assistance schools</b> will identify the eligible children most in need of services. (See Sections 1115)</p>	SP,SD,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>School Leadership Teams regularly examine overall school performance data. Teams disaggregate data to determine individual learning needs for students. All principals use walk throughs to gather data about instruction and student learning. Needs assessments and walk through data help to determine professional development needs at the school level. Professional development is provided at the District level to ensure that all staff members have the same foundation and understanding of the information. Consultants and/or coaches work with the entire faculty on a district wide basis and eventually work with the principals to develop a plan and approach that is custom built for each building.</p>	

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

IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) <b>RT3 Expectations:</b> 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:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The District's Technology Committee is currently reviewing and revising the Technology Plan to incorporate key areas of focus for implementation of technology products to align curriculum standards and goals for academic achievement. The implementation of Power School will aid the district in creating more structure and organization of data so that it is more accessible to teachers and principals to make data driven decisions for instruction. Training is provided to all teachers in data collection and analysis and using available technology resources.		

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10) <b>RT3 Expectations:</b> The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. <b>HQT Expectation:</b> The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. <b>Title I Expectations:</b> 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.	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 Board of Education supports low class sizes in grades K-8, extensive after school programs and extra curricular activities, and summer school programs. Principals have direct control of the building level budgets. As an administrative team we need to assess the individual needs of each building to plan the district's staffing plan for maximum effectiveness and support of staff. In January the administrative team will be meeting to discuss staffing needs and master schedules at each building. Beginning with the 2012-2013 school year, the business manager will seek input and suggestions about the budget for the upcoming school year. At the start of each school year the business manager will review the building level budget with each principal.
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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:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	The District uses data to gather information about student learning. This information is readily available to all teachers to plan differentiated instruction for individual students, whole group, and small group instruction. The District has a strong data system in place and teams of teachers analyze data on an ongoing basis to plan appropriate differentiated instruction. However, the system is fragmented. The data is not currently available in one site. The Board of Education approved the recommendation to purchase the Power School data management system for the 2012-2013 school year so that teachers, administrators, and parents have easy access to assessment data and daily/weekly updates from teachers regarding student progress. Each year in October the superintendent presents a summative evaluation on student achievement for the Board of Education. Beginning in 2012-2013 benchmark AIMSweb data will also be presented with state testing data. There needs to be movement toward using interim data to monitor student progress and provide ongoing information to the board of education rather than a yearly update. Teachers would benefit from staff development on developing deeper interpretation of information from AIMSweb. Principals use Walk Through software to monitor use of curriculum guides and formative assessments in classrooms.		

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) <b>RT3 Expectations:</b> 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. <b>HQT Expectation:</b> The district ensures that only highly qualified teachers are hired. <b>Title I Expectations:</b> 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
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Level of Development or Implementation for this Indicator.	<b>Partial Development/Implementation</b>	
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:	Attracting bilingual teachers has been a challenge in recent years. The Board of Education is in the process of creating a marketing plan for the district to assist in the recruit of new staff and attract young families back to the community. As far as the evaluation process is concerned, the administrative team works together to hire and evaluate teachers. Teacher self-reflection and goal setting is part of the evaluation process. The evaluation process and instrument is documented and standardized. School leaders are held to the same standards as teachers.	

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.	<b>No development/Implementation</b>	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We need to develop a cohesive district structure to analyze data to determine our strengths and challenges in each school; to assess the effectiveness of the programs that are currently in place; and to determine new strategies for programs/initiatives that are not effective.	

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.	<b>Partial Development/Implementation</b>	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:

The Board of Education recently approved the recommendation to implement Power School to provide greater access of data to administrators and teachers. Training will be provided to all teachers and administrators in how to use the system, to interpret data, and to use data to adjust instruction to better meet students' needs.



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

D7	<p>The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> 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).</p>	SC,SP,RT3,DTI
Level of Development or Implementation for this Indicator. <span style="color: red;">Partial Development/Implementation</span>		
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:	<p>Currently, the District monitors some but not all curricular areas. The District is in the process of developing a common instructional framework to guide teaching, assessment, and learning climate. Staff working conditions support implementation of the curriculum. Instructional resources and collaboration time are provided to teachers. The District monitors language arts and mathematics very closely. Science, social studies, p.e., art, and music curricula were reviewed and revised during the 2011-2012 school year. Social studies, p.e., art, and music curricula were reviewed and adopted by the Board of Education during July/August 2012. Language arts and mathematics will be formally adopted by the Board at the November 2012 school board meeting. A new social studies curriculum was written and adopted by the Board of Education and new instructional materials were also adopted and purchased for all classroom teachers of social studies. Staff development was also provided for all pertinent staff. Principals monitor the implementation of these new curriculum guidelines by requiring detailed, online lesson plans. Curriculum committees continue to meet quarterly to document progress of the scope and sequence and to document concerns or possible revisions. All principals conduct classroom walk throughs. All principals have received training with the Professional Learning Community model as a first step in building a collaborative learning environment. This training took place five years ago. All four schools build in collaboration time for grade level teams to meet on a regular basis. All grade levels are represented on district level curriculum committees. Curricula are developed with a specific scope and sequence with a week by week or monthly timeline for instruction.</p>	

D9	<p>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)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> (a) Describe the <b>schoolwide and/or targeted assistance programs to be conducted in the district's schools;</b> 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 &amp; 1115)</p>	SC,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:	<p>The district is in the process of updating the current reading and math curriculum to align with the Common Core Standards. Teachers and administrators are given the opportunity to attend workshops for professional growth in the area of Common Core implementation. Teachers will receive a copy of the Common Core Standards and they are approaching the stage of deconstructing standards for both reading and math. Committees will meet over the summer to begin the process. For the FY 13 school year teachers continue to receive ongoing professional development related to the common core standards in mathematics and language arts. The Science Committee is in the process of developing a new science curriculum. The Report Card Committee is in the process of reviewing and revising report cards for grades K-8 for FY15. These report cards will be electronic and interface with Power School.</p>	

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:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	<p>Currently benchmarks and timelines have been established. We need to work more cohesively as an administrative team to hold teachers accountable for following district timelines and expectations through the evaluation process. For FY13 principals are conducting regular focused walk through observations to gather anecdotal data that is shared with staff regarding key instructional practices in reading and math.</p>		

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) <b>Title I Expectations:</b> 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.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The district has adopted periodic benchmark assessments and a universal diagnostic assessment with analysis of results to establish instructional needs. Teachers have been trained. Frequent formative and diagnostic mini-assessments from Fountas and Pinnell and the 95% Group are in place that allow teachers to identify which students have or have not mastered content and skills. More assessments are needed in the area of mathematics.	

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:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The district is actively engaged in the curricular focus on mathematics and language arts (reading, writing, speaking, and listening). Intensive staff development opportunities are available to all staff at the district and school level. Staff members have numerous opportunities to attend workshops outside of the district and to pursue coursework with financial assistance from the district. We need to report academic progress particularly regarding achievement of subgroup populations more frequently. During the 2012-2013 school year the Curriculum Director will present progress data to the Board of Education during regular meetings after each assessment window. The principals report data to the Curriculum Director who in turn reports it to the Superintendent.	

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:	Central office personnel provide support and assistance with data analysis, program implementation and staff accountability. Teachers and principals feel the pressure of increased expectations for performance with additional resources provided as necessary. The Curriculum Director serves as the capacity builder for the District. She provides direct support to the principals and certified staff at each building for curriculum implementation and data analysis/review.
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IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) <b>RT3 Expectations:</b> 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
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	1. The Math Task Force meets regularly to review the scope and sequence and pacing guide for the math curriculum. Grade level and across grade level articulation meetings are scheduled 3-4 times per year. 2. The Writing Committee has developed a curriculum that includes three local assessments. Each student (K-8) has a portfolio for these assessments. 3. The Language Arts Committee convened at the start of the 2011-2012 school year to develop a comprehensive Language Arts Curriculum that addresses reading, writing, speaking and listening skills for grades K-8. 4. The Social Studies Committee is currently mapping the curriculum with the goal of writing a new curriculum and purchasing new instructional materials for the start of the 2012-2013 school year. 5. Music, art, and physical education teachers are working as separate committees to review and revise their respective curricula and developing common assessments. 6. The Technology Committee will develop a new three year plan by June 2013. 7. The Board of Education adopted a new social studies curriculum and new instructional materials aligned to state standards in August 2012. 8. The new mathematics and language arts curricula aligned to the common core standards will be adopted by the board of education in October 2012. 9. The technology plan has been reviewed and revised in accordance with state requirements. The plan is ready to be revised on the website. 10. The art curriculum was adopted by the Board of Education in July 2012. 11. The p.e. and music curricula are in final phases of development. 12. The science curriculum is under review and revision based on the new generation standards during the FY13 school year. 13. Report cards are under review and revision to be implemented during the FY15 school year.	

IC07	<p>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)</p> <p><b>Title I Expectations:</b> 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 &amp; 1119(h))</p>	SP,ELL,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Professional development is linked to district initiatives. This year the administrative team in collaboration with teams of teachers is providing extensive staff development on differentiated instruction. By the end of the year, all staff will have received training in five different modules. Differentiated instruction was identified as a key focus area in the needs assessment administered in the spring of 2011. In class coaching provided by peers and coaches from the 95% Group facilitators is part of the district's professional development plan. Grade level teams have regular time for collaboration and lesson planning. All new staff participate in five workshops prior to the start of the school year and receive mentoring through the Governor's State University Beginning Teacher Program. School teams and principals have the autonomy to address individual needs through staff development that is personalized to meet the needs of the school. Beginning with the 2012-2013 school year there is either a full day Teacher's Institute Day or half day school improvement day for staff development and collaboration every month. Additionally, as part of the negotiated agreement for certified staff, there are seven required p.m. faculty meetings per year from 3:30 - 5:00 p.m. This time is expressly for planning implementation of District professional development initiatives at the building level. The school principal and respective leadership teams are expected to develop professional development opportunities for all certified and classified staff for the 2013-2014 school year. These sessions will be held during seven after school workshop sessions of 1.5 hours in duration. The Curriculum Director will meet with school based leadership teams to develop a comprehensive, coordinated professional development schedule for the entire school year which includes these seven after school opportunities. All certified staff are expected to attend these sessions. Attendance is taken at each school for each meeting.</p>	
IC08	<p>Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)</p> <p><b>HQT Expectation:</b> Staff development is used to support getting all teachers highly qualified.</p>	SP,HQT
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>All support staff participate in staff development sessions that include student discipline, curriculum, safety, and areas specific to their current position. All school offices have a friendly, welcoming atmosphere for parents and students.</p>	

Step 2 - Assess Indicators  
Teacher and Leader Effectiveness and Supports

No Indicators Assessed under this section.

Step 3 - Create Plan  
District Vision and Direction

CC02	The district will develop and communicate 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		Partial Development/Implementation
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
4	Tasks	
	There are no tasks created for this Objective	

IA09	The superintendent and other central office staff will be accountable for school improvement and student learning outcomes. (1125) <b>Title I Expectations:</b> 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		Partial Development/Implementation
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
4	Tasks	
	There are no tasks created for this Objective	

Step 3 - Create Plan  
District and School Improvement Processes

IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (1123) <b>Title I Expectations:</b> Describe student academic assessments, if any, that are in addition to state academic assessments used.								SS,ELL,SD,DTI
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:		1. Each school will use the data from Fountas and Pinnell, 95% Group, AIMSweb, and local writing assessments to set specific achievement targets for subpopulations of students to determine appropriate interventions, establish short- and long-term goals, and assess progress toward the achievement targets. Achievement targets will use diagnostic mini-assessments to monitor student progress on a continuing basis. Evidence will include analysis of the data from Fountas and Pinnell, 95% Group, AIMSweb, and local writing assessments that will be used with teacher teams. 2. The district will implement Power School to manage local and state assessment data to create a coherent structure that provides ready access of data to teachers, administrators, and parents.						
3	Date by which the description above will be a reality:		08/01/2012						
4	Tasks								
	Analyze assessment data from Longwood School and Brookwood Middle School to track indicators of positive change and pinpoint specific challenges/weaknesses particularly in the area of reading and mathematics.								
1	Assigned to	Shirley Bragg	Start Date		End Date	02/01/2012	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	0
	The goal is to coordinate individual student assessment data to be a part of each student's file in Power School. This would be a goal for the 2013-2014 school year.								
2	Assigned to	Alex Trakas and Shirley Bragg	Start Date		End Date	02/01/2014	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	0



3	Analyze end of year data to assess progress toward achievement goals and determine weaknesses and strengths.							
	Assigned to	Shirley Bragg	Start Date		End Date	11/15/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
4	Implement Power School as the student data management system for Hickory Bend School, Longwood Elementary School, Brookwood Middle School, and Brookwood Junior High School.							
	Assigned to	Alex Trakas	Start Date		End Date	08/01/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IB11	The district will ensure that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)	SR
Level of Development	Partial Development/Implementation	
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
4	Tasks	
	There are no tasks created for this Objective	

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

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) <b>RT3 Expectations:</b> 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
Level of Development		Partial Development/Implementation
1	Assigned to	District Leadership Team BW 167
2	How it will look when fully implemented in the District:	The first phase of Power School will be implemented by August 1, 2012 for management of the student database, use of electronic report cards at the middle school and junior high, and attendance keeping records. During the second phase report cards at all buildings will be reviewed and revised, new electronic report cards will be created, the parent portal will be used at Hickory Bend and Longwood School, and a system of integrated data will be developed and implemented.
3	Date by which the description above will be a reality:	08/01/2013
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]	
5	Tasks	

1	The Director of Technology will export data from Brookwood Junior High School into Power School so that a complete audit of the current data can be performed and any outstanding issues can be resolved.							
	Assigned to	Alex Trakas	Start Date		End Date	02/27/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	The Director of Technology will export data from School Logic to Power School for Hickory Bend, Longwood, and Brookwood Middle Schools.							
	Assigned to	Alex Trakas	Start Date		End Date	03/04/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
3	Director of Technology will upload the course codes through Power School that will be used for the state reporting system in August 2012.							
	Assigned to	Alex Trakas	Start Date		End Date	04/09/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
4	Teachers at Brookwood Middle School and Brookwood Junior High School will maintain electronic grade books through Power School. Parents will have access to this information.							
	Assigned to	Alex Trakas	Start Date		End Date	09/15/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
5	During the second phase report cards at all buildings will be reviewed and revised, new electronic report cards will be created, the parent portal will be used at Hickory Bend and Longwood School, and a system of integrated data will be developed and implemented.							
	Assigned to	Alex Trakas and Shirley Bragg	Start Date		End Date	08/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
The Director of Technology will set up Hickory Bend, Longwood, and Brookwood Middle Schools within Power School.								

6	Assigned to	Alex Trakas	Start Date		End Date	03/05/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
<a href="#">The Director of Technology will provide training to teachers during the September/October 2012 for data entry for the purpose of generating report cards.</a>								
7	Assigned to	Alex Trakas	Start Date		End Date	10/31/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
<a href="#">An electronic report card will be created for Brookwood Middle School.</a>								
8	Assigned to	Alex Trakas	Start Date		End Date	10/01/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
<a href="#">The Director of Technology will align course codes to the state's master course and grade list.</a>								
9	Assigned to	Alex Trakas	Start Date		End Date	01/31/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
<a href="#">The Director of Technology will participate in a webinar sponsored by the Illinois State Board of Education regarding upcoming changes to the Student Information Management System.</a>								
10	Assigned to	Alex Trakas	Start Date		End Date	01/31/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
<a href="#">The Director of Technology will provide training for all school secretaries, school office clerks, and principals during the week of June 11, 2012.</a>								
11	Assigned to	Alex Trakas	Start Date		End Date	06/25/2012	Timeline	
	Budget & Funding Sources(\$)							

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

IA10	The district will regularly allocate/reallocate resources to support school, staff, and instructional improvement. (1126) <b>RT3 Expectations:</b> The district will provide sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. <b>HQT Expectation:</b> The district will allocate/reallocate funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. <b>Title I Expectations:</b> 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		Partial Development/Implementation				
1	Assigned to					
2	How it will look when fully implemented in the District:					
3	Date by which the description above will be a reality:					
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9e1f2;">Year 1 - Through June 30, 2012 [District Scope of Work Activities]</td> </tr> <tr> <td style="background-color: #d9e1f2;">Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</td> </tr> <tr> <td style="background-color: #d9e1f2;">Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]</td> </tr> </table>			Year 1 - Through June 30, 2012 [District Scope of Work Activities]	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]
Year 1 - Through June 30, 2012 [District Scope of Work Activities]						
Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]						
Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]						
5	Tasks					
	There are no tasks created for this Objective					

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. (1127)								SS,ELL
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:		Brookwood School District 167 will implement Power School by the start of the 2012-2013 school year in order to provide greater access and coherence to individual student data for teachers, administrators, and parents. A district-wide plan will be developed to download information to the system on an ongoing basis.						
3	Date by which the description above will be a reality:		07/01/2013						
4	Tasks								
1	Provide staff development for the Administrative Team on using Power School.								
	Assigned to	Alex Trakas	Start Date		End Date	08/01/2012	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
2	Download student assessment data to Power School.								
	Assigned to	Alex Trakas	Start Date		End Date	06/01/2012	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
3	Provide staff development for school secretaries, clerks, and Learning Center Directors on Power School								
	Assigned to	Alex Trakas	Start Date		End Date	08/15/2012	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
4	Provide information and parent workshops on Power School throughout the 2012-2013 school year.								
	Assigned to	Alex Trakas	Start Date		End Date	06/01/2013	Timeline		
Budget & Funding Sources(\$)									

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
5	<a href="#">Convert student data from School Logic to Power School.</a>						
	Assigned to	Alex Trakas	Start Date		End Date	04/01/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
6	<a href="#">Create electronic report cards compatible with Power School based on the current report cards.</a>						
	Assigned to	Alex Trakas	Start Date		End Date	08/01/2013	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
7	<a href="#">Create guidelines including timelines for submission of student grades in collaboration with the Glenwood Teacher's Association.</a>						
	Assigned to	Pamela Hollich	Start Date		End Date	01/10/2013	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
8	<a href="#">Provide staff development for certified staff on Power School.</a>						
	Assigned to	Alex Trakas	Start Date		End Date	08/31/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0

IA14	<p>The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130)</p> <p><b>RT3 Expectations:</b> The district will establish 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.</p> <p><b>HQT Expectation:</b> The district will ensure that only highly qualified teachers are hired.</p> <p><b>Title I Expectations:</b> 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)</p>	ELL,SP,HQT,RT3,DTI
Level of Development	Partial Development/Implementation	
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p>	
5	<p style="text-align: center;">Tasks</p> <p style="text-align: center;">There are no tasks created for this Objective</p>	



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. (1133)								SS		
Level of Development		No development or Implementation									
1	Assigned to										
2	How it will look when fully implemented in the District:										
		The Superintendent in collaboration with the Administrative Team will systematically assess the strengths and weaknesses of each school to determine the effectiveness of each school improvement strategy. This assessment will serve as a basis for making instructional and fiscal plans for the district.									
3	Date by which the description above will be a reality:										
		06/01/2013									
4	Tasks										
The School Leadership Teams at each school will attend a district wide articulation meeting prior to the start of the 2013-2014 school year.											
1	Assigned to	Shirley Bragg and Building Principals			Start Date			End Date	08/15/2013	Timeline	
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
Development of evidence based goals and objectives for each school based on the strengths and weaknesses list.											
2	Assigned to	Shirley Bragg			Start Date			End Date	12/15/2012	Timeline	
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
Analyze assessment data, data obtained from parent evaluations, and parent participation data.											
3	Assigned to	Dr. Pamela Hollich and Shirley Bragg			Start Date			End Date	02/01/2013	Timeline	
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
Each school in status will participate in Rising Star for the school improvement process.											
	Assigned to	Principals			Start Date			End Date	06/01/2013	Timeline	

4	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
Each school principal will review the School Improvement Plan for his/her building to make sure that goals and objectives are evidence based.									
5	Assigned to	Shirley Bragg		Start Date		End Date	12/15/2012	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
Development of a list of strengths and weaknesses for each school.									
6	Assigned to	Shirley Bragg		Start Date		End Date	12/15/2012	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IC06	The district will provide the technology, training, and support to facilitate the school's data management needs. (1149)								SP
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:								
3	Date by which the description above will be a reality:								
4	Tasks								
There are no tasks created for this Objective									

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

D7	<p>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> 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).</p>		SC,SP,RT3,DTI
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:	District committees with representation from all grade levels have been meeting throughout the year to develop curriculum documents with common instructional goals and assessments. Curriculum documents are being developed in the areas of Language Arts and math to reflect the New Common Core Standards.	
3	Date by which the description above will be a reality:	08/01/2012	
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.		
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]		
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
	Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]		
	Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]		
5	Tasks		

1	District committees will meet during the summer to complete curriculum documents for implementation for the 2012-2013 school year.							
	Assigned to	Shirley Bragg	Start Date		End Date	08/01/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	Principals will conduct regular walk throughs to ensure that lesson plans are implemented as planned.							
	Assigned to	Principals	Start Date		End Date	06/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
3	AIMS Web assessments in mathematics and language arts will be administered to all students three times per year.							
	Assigned to	Shirley Bragg	Start Date		End Date	06/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
4	The Superintendent or designee will report assessment data to the Board of Education three times per year.							
	Assigned to	Shirley Bragg	Start Date		End Date	07/01/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
5	Principals will collect and monitor lesson plans for mathematics, language arts, and social studies.							
	Assigned to	Principals	Start Date		End Date	06/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
6	Principals will attend weekly grade level articulation meetings to monitor the pacing of the scope and sequence of the mathematics, language arts, and social studies curricula.							
	Assigned to	Principals	Start Date		End Date	06/15/2013	Timeline	
Budget & Funding Sources(\$)								

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

D9	<p>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)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> (a) Describe the <b>schoolwide and/or targeted assistance programs to be conducted in the district's schools;</b> 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 &amp; 1115)</p>	SC,RT3,DTI
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Level of Development	Partial Development/Implementation
1	Assigned to
2	How it will look when fully implemented in the District:
3	Date by which the description above will be a reality:
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>

5	Tasks
There are no tasks created for this Objective	

IA12	The district will intervene early when a school is not making adequate progress. (1128)								SP,SD	
Level of Development		Partial Development/Implementation								
1	Assigned to									
2	How it will look when fully implemented in the District:		Brookwood School District 167 continues to work toward full implementation Response to Intervention (RtI) in all schools within the district. The structure of RtI allows teachers and related service staff to analyze assessments early to place students in the correct tiers to maximize the level of service students receive individually. Using 95% group, Fountas and Pinnell and Aimsweb as tools to move students in and out of the tiers in an effective and efficient manner.							
3	Date by which the description above will be a reality:		08/01/2013							
4	Tasks									
1	Continue to monitor students as needed for special education services through Aimsweb and 95% group assessment.									
	Assigned to	Sharon Price		Start Date			End Date	08/01/2012	Timeline	
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	
2	Progress monitoring will occur every four weeks, two weeks, or weekly depending on the needs of the individual student.									
	Assigned to	Principals		Start Date			End Date	07/01/2013	Timeline	
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	
The Superintendent or designee will analyze the AIMS web data in collaboration with the building principal to ensure that all students continue to make academic progress.										

3	Assigned to	Shirley Bragg and Building Principals			Start Date		End Date	07/01/2013	Timeline	
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds	Other Funds		Total
	0	0	0	0	0		0	0		0
Principals will monitor RtI services their assigned schools to assure that RtI is continually implemented to service students.										
4	Assigned to	Sharon Price			Start Date		End Date	08/01/2012	Timeline	
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds	Other Funds		Total
	0	0	0	0	0		0	0		0

IA13	The district will work with the school to provide early and intensive intervention for students not making progress. (1129) <b>Title I Expectations:</b> 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		Partial Development/Implementation								
1	Assigned to									
2	How it will look when fully implemented in the District:				Brookwood School District 167 teachers use AIMSweb to benchmark students' progress three times a year. This gives teachers the opportunity to identify students that are not making growth as well as the area which growth is not being made. With the information the teaching team is able to provide targeted instruction for students as well as provide mini assessments to ensure growth is being made.					
3	Date by which the description above will be a reality:				06/15/2013					
4	Tasks									
1	Student reports will be printed after each benchmark is completed.									
	Assigned to	Shirley Bragg			Start Date		End Date	05/01/2012	Timeline	
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds	Other Funds		Total
0	0	0	0	0		0	0		0	

Students that need additional intervention instruction will be placed on a progress monitoring schedule, every two or four weeks to closely monitor student progress.									
2	Assigned to	Shirley Bragg		Start Date		End Date	06/15/2013	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	0

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. (1144)								SP
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:								
3	Date by which the description above will be a reality:								
4	Tasks								
There are no tasks created for this Objective									

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148) <b>RT3 Expectations:</b> The district will establish 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		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:								
The District will review, evaluate and revise district curricula as working documents for certified staff to guide instructional planning aligned to state goals and assessments.									



3	Date by which the description above will be a reality:		07/01/2013					
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.							
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]							
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]							
	Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]							
	Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]							
5	Tasks							
	Staff development on the Language Arts Curriculum for all language arts teachers.							
1	Assigned to	Shirley Bragg	Start Date		End Date	06/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	The Technology Committee under the direction of the Superintendent or designee has created five subcommittees. The goal is to create a plan and report for the Board of Education by April 2013 regarding the implementation of an online curriculum in conjunction with a one-to-one laptop initiative for the start of the 2013-2014 school year.							
2	Assigned to	Alex Trakas	Start Date		End Date	05/15/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	The Language Arts Committee will meet in Summer 2012 to develop resources for classroom teachers.							
3	Assigned to	Shirley Bragg	Start Date		End Date	08/01/2012	Timeline	
	Budget & Funding Sources(\$)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
4	<a href="#">Presentation of the Language Arts Curriculum to the Board of Education.</a>						
	Assigned to	Shirley Bragg	Start Date		End Date	03/15/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
5	<a href="#">Review, evaluate, and revise the Mathematics Curriculum to begin the alignment to the Common Core Standards.</a>						
	Assigned to	Shirley Bragg	Start Date		End Date	06/01/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
6	<a href="#">Review, evaluate, and revise the Technology Curriculum.</a>						
	Assigned to	Pamela Hollich	Start Date		End Date	11/01/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
7	<a href="#">The Language Arts Committee will recommend new instructional materials to the Superintendent for approval by the Board of Education at the regular meeting of the Board of Education in May 2012.</a>						
	Assigned to	Shirley Bragg	Start Date		End Date	02/15/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0
8	<a href="#">Adoption of the new Language Arts Curriculum by the Board of Education.</a>						
	Assigned to	Shirley Bragg	Start Date		End Date	04/15/2012	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0	0

9	The Language Arts Committee will create a new Language Arts Curriculum that will include the current Writing Curriculum, an updated Reading Curriculum, speaking goals/objectives, and listening goals/objectives.							
	Assigned to	Shirley Bragg	Start Date		End Date	02/15/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	
10	Brookwood Junior High School hosted professional development opportunities on Saturdays for all district personnel to align the district curriculum to the Common Core Standards.							
	Assigned to	Bethany Lindsay	Start Date	03/01/2013	End Date	05/30/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	10000	0	10000	

Step 3 - Create Indicators  
Teacher and Leader Effectiveness and Supports

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

Step 3 - Create Plan - Budget Summary

Continuous Improvement Plan Budget Summary

Key Code	Indicator	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
D7	<p>The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> 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).</p>	0	0	0	0	0	0	0	0
IA06	<p>The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)</p> <p><b>RT3 Expectations:</b> 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.</p>	0	0	0	0	0	0	0	0
IA07	<p>The district sets district, school, and student subgroup achievement targets. (7)</p> <p><b>Title I Expectations:</b> Describe student academic assessments, if any, that are in addition to state academic assessments used.</p>	0	0	0	0	0	0	0	0
IA11	<p>The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)</p>	0	0	0	0	0	0	0	0

IA12	The district intervenes early when a school is not making adequate progress. (12)	0	0	0	0	0	0	0	0
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) <b>Title I Expectations:</b> Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	0	0	0	0	0	0	0	0
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)	0	0	0	0	0	0	0	0
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) <b>RT3 Expectations:</b> 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).	0	0	0	0	0	10,000	0	10,000
<b>Total</b>		0	0	0	0	0	10,000	0	10,000

Step 4 - Monitor Plan

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D7	<p>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p><b>RT3 Expectations:</b> 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.</p> <p><b>Title I Expectations:</b> 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).</p>	SC,SP,RT3,DTI	Shirley Bragg	08/01/2012	6	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	District committees will meet during the summer to complete curriculum documents for implementation for the 2012-2013 school year.	Date will be set with committee teams for summer work of curriculum documents.	Shirley Bragg	
2	Principals will conduct regular walk throughs to ensure that lesson plans are implemented as planned.		Principals	
3	AIMS Web assessments in mathematics and language arts will be administered to all students three times per year.		Shirley Bragg	
4	The Superintendent or designee will report assessment data to the Board of Education three times per year.		Shirley Bragg	
5	Principals will collect and monitor lesson plans for mathematics, language arts, and social studies.		Principals	
6	Principals will attend weekly grade level articulation meetings to monitor the pacing of the scope and sequence of the mathematics, language arts, and social studies curricula.	Meeting minutes will be maintained for each meeting.	Principals	

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. (1122) <b>RT3 Expectations:</b> 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		08/01/2013	11	90.91%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The Director of Technology will export data from Brookwood Junior High School into Power School so that a complete audit of the current data can be performed and any outstanding issues can be resolved.		Alex Trakas	05/01/2012
2	The Director of Technology will export data from School Logic to Power School for Hickory Bend, Longwood, and Brookwood Middle Schools.		Alex Trakas	06/01/2012
3	Director of Technology will upload the course codes through Power School that will be used for the state reporting system in August 2012.		Alex Trakas	07/01/2012
4	Teachers at Brookwood Middle School and Brookwood Junior High School will maintain electronic grade books through Power School. Parents will have access to this information.		Alex Trakas	10/25/2012
5	During the second phase report cards at all buildings will be reviewed and revised, new electronic report cards will be created, the parent portal will be used at Hickory Bend and Longwood School, and a system of integrated data will be developed and implemented.		Alex Trakas and Shirley Bragg	
6	The Director of Technology will set up Hickory Bend, Longwood, and Brookwood Middle Schools within Power School.		Alex Trakas	06/01/2012
7	The Director of Technology will provide training to teachers during the September/October 2012 for data entry for the purpose of		Alex Trakas	10/01/2012



	generating report cards.			
8	An electronic report card will be created for Brookwood Middle School.		Alex Trakas	09/15/2012
9	The Director of Technology will align course codes to the state's master course and grade list.		Alex Trakas	05/01/2012
10	The Director of Technology will participate in a webinar sponsored by the Illinois State Board of Education regarding upcoming changes to the Student Information Management System.	Debbie Young, Administrative Assistant will also participate in the webinar.	Alex Trakas	04/01/2012
11	The Director of Technology will provide training for all school secretaries, school office clerks, and principals during the week of June 11, 2012.		Alex Trakas	06/11/2012

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. (1123) <b>Title I Expectations:</b> Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Shirley Bragg	08/01/2012	4	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Analyze assessment data from Longwood School and Brookwood Middle School to track indicators of positive change and pinpoint specific challenges/weaknesses particular in the area of reading and mathematics.	02/01/2012 Second quarter data was analyzed. Ms. Bragg met with grade level teams and the principals about how to restructure intervention groups to meet the needs of individual students.	Shirley Bragg	02/01/2012
2	The goal is to coordinate individual student assessment data to be a part of each student's file in Power School. This would be a goal for the 2013-2014 school year.		Alex Trakas and Shirley Bragg	
3	Analyze end of year data to assess progress toward achievement goals and determine weaknesses and strengths.	Date was changed to align to September benchmark data and receipt of ISAT scores. The Curriculum Director will report the findings to	Shirley Bragg	

		the Superintendent and to the Board of Education at the November 2012 regular meeting.		
4	Implement Power School as the student data management system for Hickory Bend School, Longwood Elementary School, Brookwood Middle School, and Brookwood Junior High School.	11/15/12 Met with Alex to set up the contract with Pearson to purchase the Power School Software. Discussion included implementation steps for data conversion, new reporting to parents, staff development, and parent training/information sessions. January 2012 Data uploaded to Power School. 03-13-2012 Alex met with the school secretaries and principals to set up a training schedule for June.	Alex Trakas	08/01/2012

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. (1127)	SS,ELL	Shirley Bragg	07/01/2013	8	62.5%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Provide staff development for the Administrative Team on using Power School.		Alex Trakas	08/01/2012
2	Download student assessment data to Power School.		Alex Trakas	06/01/2012
3	Provide staff development for school secretaries, clerks, and Learning Center Directors on Power School		Alex Trakas	08/10/2012
4	Provide information and parent workshops on Power School throughout the 2012-2013 school year.		Alex Trakas	
5	Convert student data from School Logic to Power School.	11/14/12 Discussion with Alex Trakas about the data conversion process.	Alex Trakas	04/01/2012
6	Create electronic report cards compatible with Power School based on the current report cards.		Alex Trakas	
7	Create guidelines including timelines for submission of student grades in collaboration with the Glenwood Teacher's Association.		Pamela Hollich	

8	Provide staff development for certified staff on Power School.		Alex Trakas	09/18/2012
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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. (1128)	SP,SD	Sharon Price	08/01/2013	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Continue to monitor students as needed for special education services through Aimsweb and 95% group assessment.	Principals will monitor students in tier 3 and provide recommendations for special education services as needed.	Sharon Price	
2	Progress monitoring will occur every four weeks, two weeks, or weekly depending on the needs of the individual student.		Principals	
3	The Superintendent or designee will analyze the AIMS web data in collaboration with the building principal to ensure that all students continue to make academic progress.		Shirley Bragg and Building Principals	
4	Principals will monitor Rtl services their assigned schools to assure that Rtl is continually implemented to service students.	Assistant Superintendent will continue to monitor Rtl implementation.	Sharon Price	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA13	The district will work with the school to provide early and intensive intervention for students not making progress. (1129) <b>Title I Expectations:</b> Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP,RTI,ELL,DTI	Shirley Bragg	06/15/2013	2	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Student reports will be printed after each benchmark is completed.	At the completion report should be printed for each grade level as well as each classroom teacher. Team members will occur to discuss results and re-drect instruction as needed.	Shirley Bragg	
2	Students that need additional intervention instruction will be placed on a progress monitoring schedule, every two or four weeks to closely monitor student progress.	The district literacy coach will assist with the monitoring of teachers completing progress monitoring in a timely matter.	Shirley Bragg	

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. (1133)	SS	Shirley Bragg	06/01/2013	6	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The School Leadership Teams at each school will attend a district wide articulation meeting prior to the start of the 2013-2014 school year.		Shirley Bragg and Building Principals	
2	Development of evidence based goals and objectives for each school based on the strengths and weaknesses list.		Shirley Bragg	
3	Analyze assessment data, data obtained from parent evaluations, and parent participation data.	11/29/11 Principals will bring their data to a meeting set for December 22, 2011	Dr. Pamela Hollich and Shirley Bragg	
4	Each school in status will participate in Rising Star for the school improvement process.		Principals	
5	Each school principal will review the School Improvement Plan for his/her building to make sure that goals and objectives are evidence based.	1129/11 Principals will review their plans in preparation for further discussion regarding identification of strengths and weaknesses in their respective buildings.	Shirley Bragg	
6	Development of a list of strengths and weaknesses for each school.	11/29/11 Development of a list of strengths and weaknesses for each school aligned to the timeline set by the Board of Education for	Shirley Bragg	

## Report Card Data Overview

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

% Meets+Exceeds Trends (These are district level results. Subgroups with fewer than 10 students will not be reported.)						
	2008	2009	2010	2011	2012	2013
<b>Reading - ISAT Results</b>						
<b>SubGroups</b>	<b>64.8</b>	<b>66.6</b>	<b>71.2</b>	<b>74.2</b>	<b>75.5</b>	<b>48.7</b>
White	-	-	-	-	-	-
Black	63.6	65	69.8	72.4	74.8	47.4
Hispanic/Latino	70.2	71	72	79.1	77.4	48.5
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	56.1	56.7	63.6	80	69.7	30.4
Students with Disabilities	22.8	20.5	26.4	25.5	25.5	8.3
Low Income	61.6	63.8	68.4	73.1	74.9	47.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Math - ISAT Results</b>						
<b>SubGroups</b>	<b>64.1</b>	<b>68.7</b>	<b>74.8</b>	<b>78.7</b>	<b>80.1</b>	<b>41.1</b>
White	-	-	-	-	-	-
Black	61	67.5	73.6	77.3	77.9	39.2
Hispanic/Latino	78.8	79	76.3	83.6	86.8	46.2
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

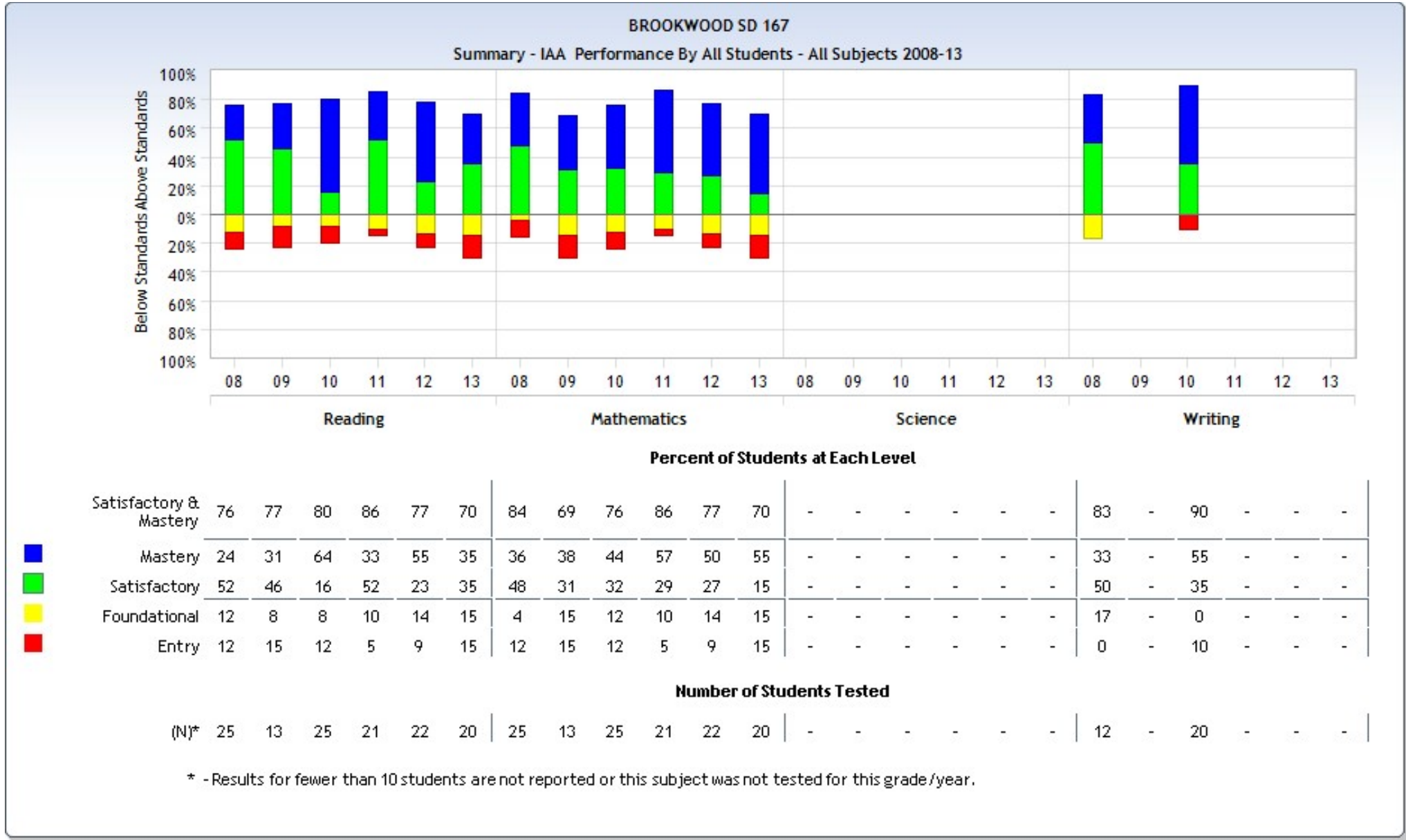
Two or More Races	-	-	-	-	-	-
LEP	72.7	70.1	70.1	95	93.9	43.5
Students with Disabilities	30.7	33.7	30.2	29.8	45.1	19.4
Low Income	62	66.7	71.6	78.4	78.2	40.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

**ACCESS Results**

- No students tested for **ACCESS** in **Grade K**
- No students tested for **ACCESS** in **Grade 1**
- No students tested for **ACCESS** in **Grade 2**
- No students tested for **ACCESS** in **Grade 3**
- No students tested for **ACCESS** in **Grade 4**
- No students tested for **ACCESS** in **Grade 5**
- No students tested for **ACCESS** in **Grade 6**
- No students tested for **ACCESS** in **Grade 7**
- No students tested for **ACCESS** in **Grade 8**

**IAA Results**

district curriculum to the Common Core Standards.			
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**AYP/AMAO Deficiencies**

The following deficiencies have been identified in the most recent AYP Report for your district.

1. District is deficient in Reading Meets and Exceeds
2. District is deficient in Mathematics Meets and Exceeds
3. Black students are deficient in Reading Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds
5. Hispanic students are deficient in Mathematics Meets and Exceeds
6. Students with disabilities are deficient in Reading Meets and Exceeds
7. Students with disabilities are deficient in Mathematics Meets and Exceeds
8. Low Income students are deficient in Reading Meets and Exceeds
9. Low Income students are deficient in Mathematics Meets and Exceeds

The following deficiencies have been identified in the most recent AMAO Report for your district.

**AMAO Report is not yet available for posting.**

If a district has met all the state-required performance targets identified in the District Report Card for only one year, it is still required to revise the District Integrated Plan while the district remains in status. The district should set forth other targets for improvement derived from and supported by data analysis to ensure that the district continues to meet state targets.



## Assessment Data Reading

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

	2008	2009	2010	2011	2012	2013
<b>Grade 3 SubGroups</b>	<b>65.5</b>	<b>71.1</b>	<b>82.7</b>	<b>82.4</b>	<b>78.5</b>	<b>55.3</b>
White	-	-	-	-	-	-
Black	66.7	69.2	82	82.1	77.8	57.1
Hispanic/Latino	65.2	75	73.3	83.3	74.1	35.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	30.8	-	69.2	80	72.7	18.2
Students with Disabilities	33.3	23.1	-	-	28.6	13.3
Low Income	62.5	69.4	80	84.2	76.4	51.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 4 SubGroups</b>	<b>65.3</b>	<b>67.7</b>	<b>63.1</b>	<b>78.4</b>	<b>77.8</b>	<b>43.7</b>
White	-	-	-	-	-	-
Black	63.5	68	62	76	77.4	37.6
Hispanic/Latino	-	63.2	53.8	84.2	80	59.1
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	75	41.7	50	-	63.6	41.7
Students with Disabilities	38.1	20	21.4	45.5	45.5	16.7
Low Income	60.6	63.4	63.2	75.2	80.9	46.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 5 SubGroups</b>	<b>68.7</b>	<b>60.8</b>	<b>69.8</b>	<b>67.6</b>	<b>75.7</b>	<b>54.2</b>
White	-	-	-	-	-	-
Black	64.7	59	68	65.1	75.2	57
Hispanic/Latino	81	75	82.4	78.6	72.2	50
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	75	66.7	72.7	-	-	-
Students with Disabilities	8.3	18.8	30.8	27.3	-	18.2
Low Income	62	57	64.8	67.4	74.8	49.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 6 SubGroups</b>	<b>66.9</b>	<b>70.2</b>	<b>65.9</b>	<b>78.5</b>	<b>75</b>	<b>54</b>
White	-	-	-	-	-	-
Black	64.9	64.7	65.1	79.1	72.8	51.7
Hispanic/Latino	66.7	89.5	63.6	72.2	90.9	55.6
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	38.5	81.2	57.1	-	-	-
Students with Disabilities	30.8	-	33.3	15.4	-	-
Low Income	62.9	71.2	63	76.3	79.5	50.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 7 SubGroups</b>	<b>60.9</b>	<b>64.7</b>	<b>68.1</b>	<b>66.4</b>	<b>76</b>	<b>44.2</b>
White	-	-	-	-	-	-
Black	59	64.7	65.9	64.5	77	44.9
Hispanic/Latino	68.4	57.9	70	76.9	75	27.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	58.3	33.3	68.8	-	-	-
Students with Disabilities	12.5	21.4	-	16.7	7.7	0
Low Income	61.2	57.3	65.5	64.7	73.6	43.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 8 SubGroups</b>	<b>62.2</b>	<b>66.7</b>	<b>76.6</b>	<b>71.3</b>	<b>69.8</b>	<b>40.9</b>
White	-	-	-	-	-	-
Black	63.6	65.3	75	68.1	68.4	37.4
Hispanic/Latino	-	68.4	82.4	77.3	78.6	53.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	-	50	63.6	-	-	-
Students with Disabilities	12.5	20	18.2	-	23.1	0
Low Income	60	68	71.7	69.7	64	42.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

## Assessment Data Mathematics

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

	2008	2009	2010	2011	2012	2013
<b>Grade 3 SubGroups</b>	<b>76.8</b>	<b>84.4</b>	<b>88.2</b>	<b>94.4</b>	<b>88.1</b>	<b>49.2</b>
White	-	-	-	-	-	-
Black	76	84.6	89	93.8	84.7	49.5
Hispanic/Latino	91.3	83.3	73.3	95.8	96.3	47.1
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	76.9	-	69.2	95	95.5	36.4
Students with Disabilities	40	61.5	-	-	64.3	33.3
Low Income	73.8	85.9	86	96.1	86.7	44.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 4 SubGroups</b>	<b>75.3</b>	<b>75.4</b>	<b>82</b>	<b>91</b>	<b>94</b>	<b>38</b>
White	-	-	-	-	-	-
Black	72.8	74	81	90.4	93.5	33
Hispanic/Latino	-	89.5	76.9	89.5	95	45.5
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	91.7	83.3	75	-	90.9	50
Students with Disabilities	55	33.3	50	54.5	90.9	25
Low Income	69.9	74.2	80.5	89.9	94.4	40.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 5 SubGroups</b>	<b>58.3</b>	<b>58</b>	<b>65.9</b>	<b>71.2</b>	<b>76.5</b>	<b>53.4</b>
White	-	-	-	-	-	-
Black	52.9	58.1	63	67.4	75.2	55.9
Hispanic/Latino	71.4	75	82.4	85.7	72.2	50
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	68.8	73.3	72.7	-	-	-
Students with Disabilities	16.7	43.8	46.2	27.3	-	54.5
Low Income	51.9	53	61.5	73	74.8	49.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 6 SubGroups</b>	<b>67.6</b>	<b>69.3</b>	<b>69.8</b>	<b>68.6</b>	<b>87.4</b>	<b>41.7</b>
White	-	-	-	-	-	-
Black	64.9	69.4	68.9	67	84.6	39.2
Hispanic/Latino	76.2	68.4	81.8	66.7	100	42.1
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	53.8	62.5	78.6	-	-	-
Students with Disabilities	23.1	-	13.3	15.4	-	-
Low Income	65.7	67.1	67.4	64.5	89	39.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 7 SubGroups</b>	<b>52.6</b>	<b>68.7</b>	<b>68.1</b>	<b>69.4</b>	<b>71.3</b>	<b>31.1</b>
White	-	-	-	-	-	-
Black	48.4	68.1	64.7	69.2	70	27.8
Hispanic/Latino	75	78.9	75	84.6	75	45.5
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	75	58.3	75	-	-	-
Students with Disabilities	24	14.3	-	25	15.4	0
Low Income	55.1	67.3	63.1	68.6	65.9	30.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
<b>Grade 8 SubGroups</b>	<b>53.8</b>	<b>59.5</b>	<b>74.5</b>	<b>76.2</b>	<b>65.1</b>	<b>34.1</b>
White	-	-	-	-	-	-
Black	50.4	54.8	74.1	74.5	61.2	31.8
Hispanic/Latino	-	78.9	70.6	77.3	78.6	46.7
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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District Continuous Improvement Plan with RTTT3 SOW

Two or More Races	-	-	-	-	-	-
LEP	-	75	45.5	-	-	-
Students with Disabilities	18.8	24	9.1	-	15.4	0
Low Income	52.6	56.3	69.7	75.3	58.1	35.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

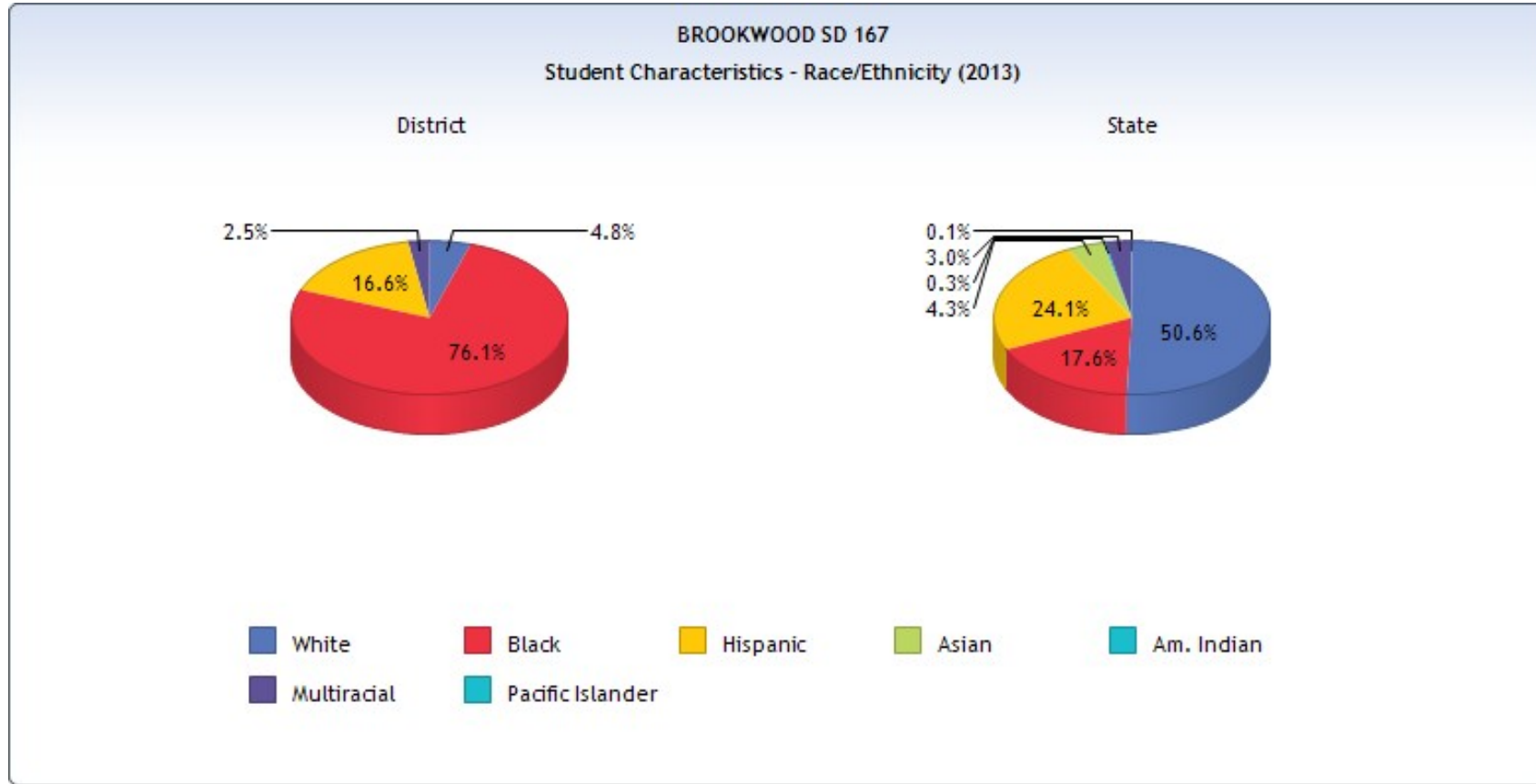


District Information

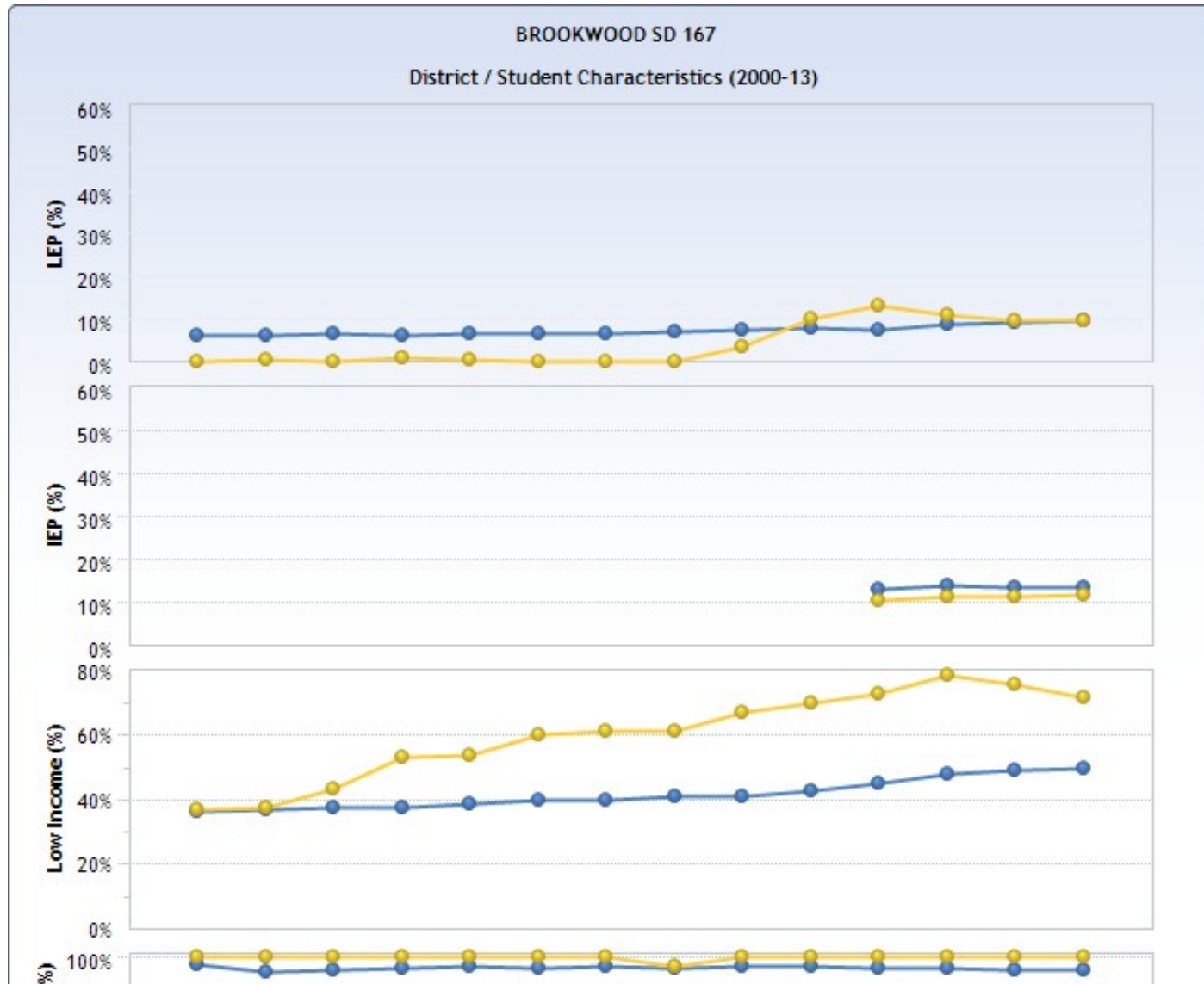
District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	95.2	95.0	94.9	95.1	95.0	94.9	95.0	94.8
Truancy Rate (%)	0.2	0.7	0.4	0.3	4.2	3.1	6.3	1.7
Mobility Rate (%)	16.3	15.7	19.3	27.2	22.5	21.8	24.8	19.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	1,324	1,332	1,305	1,237	1,166	1,171	1,217	1,221
Low Income (%)	61.4	61.6	67.0	69.9	73.3	78.7	75.9	72.0
Limited English Proficient(LEP)(%)	0.1	0.0	3.3	10.1	13.1	10.8	9.8	9.7
Students with Disabilities (%)	-	-	-	-	10.4	11.1	11.1	11.6
White, non-Hispanic (%)	10.2	8.3	6.5	5.5	5.1	5.5	5.0	4.8
Black, non-Hispanic (%)	76.4	78.0	77.3	77.7	76.6	74.1	76.3	76.1
Hispanic (%)	12.4	12.4	14.2	14.1	14.2	17.9	16.0	16.6
Asian (%)	0.8	0.5	0.3	0.2	0.2	0.1	0.0	0.0
American Indian (%)	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Two or More Races (%)	0.2	0.8	1.6	2.4	3.9	2.4	2.7	2.5
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.0	0.0	0.0

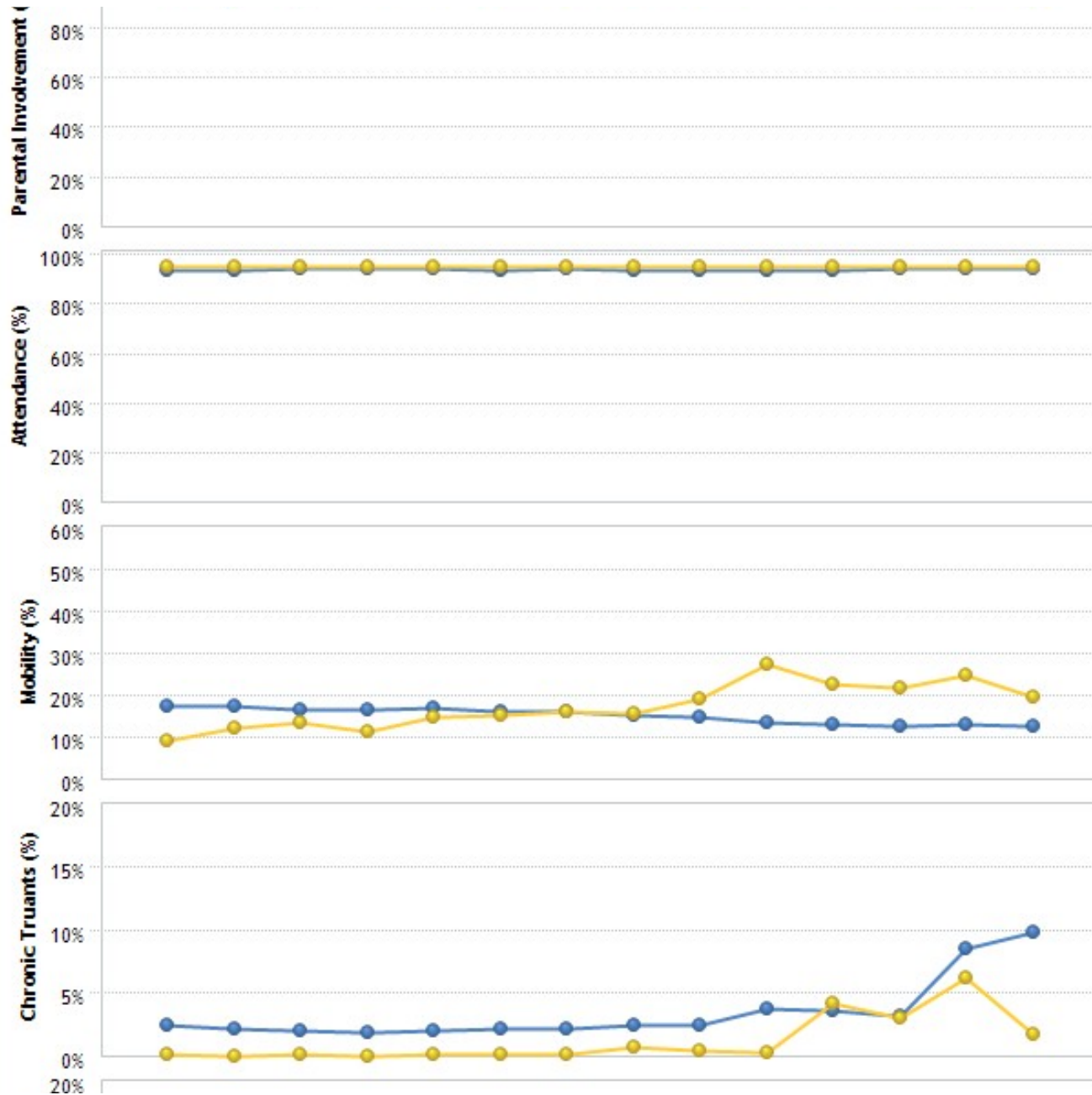
Note: Hyphens in the table indicate that data is not relevant for your plan.

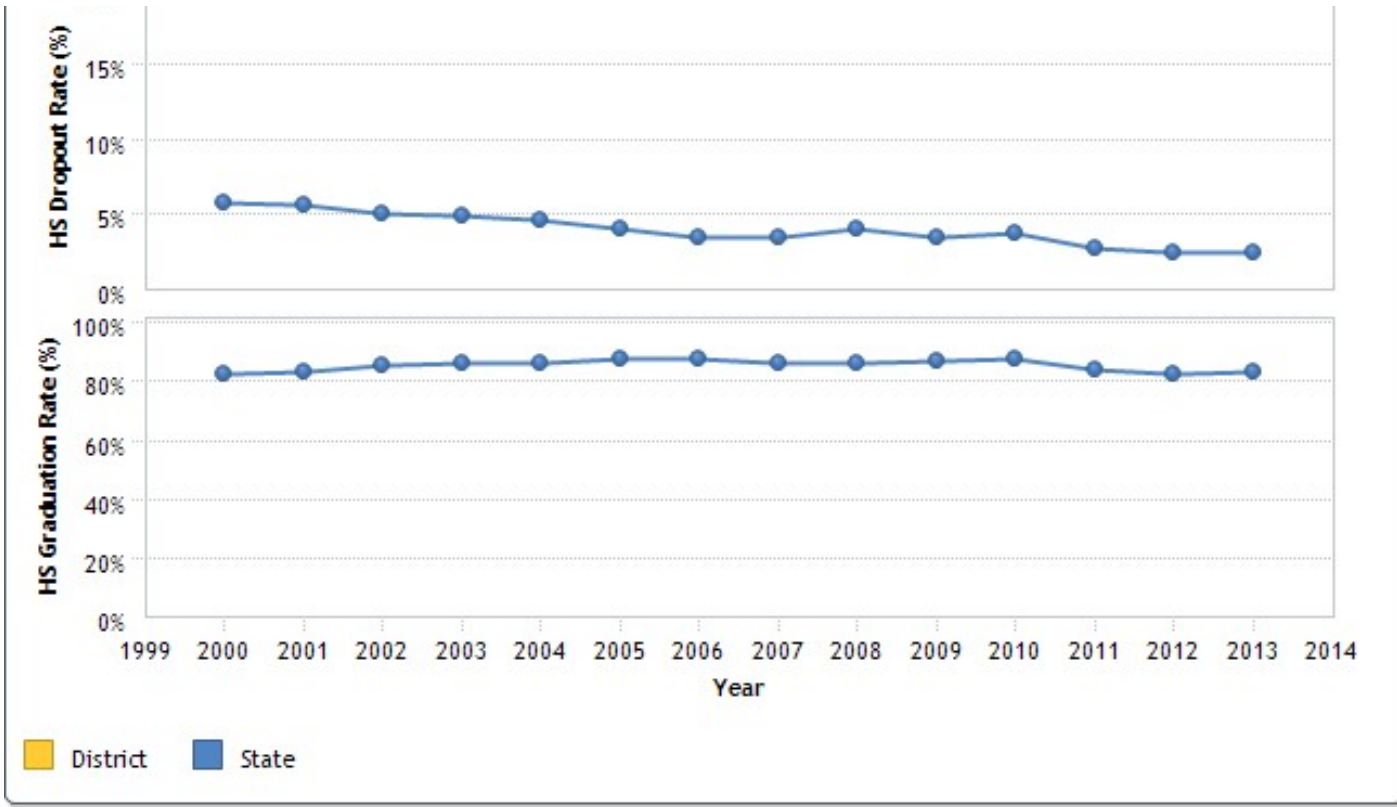
Student Race/Ethnicity



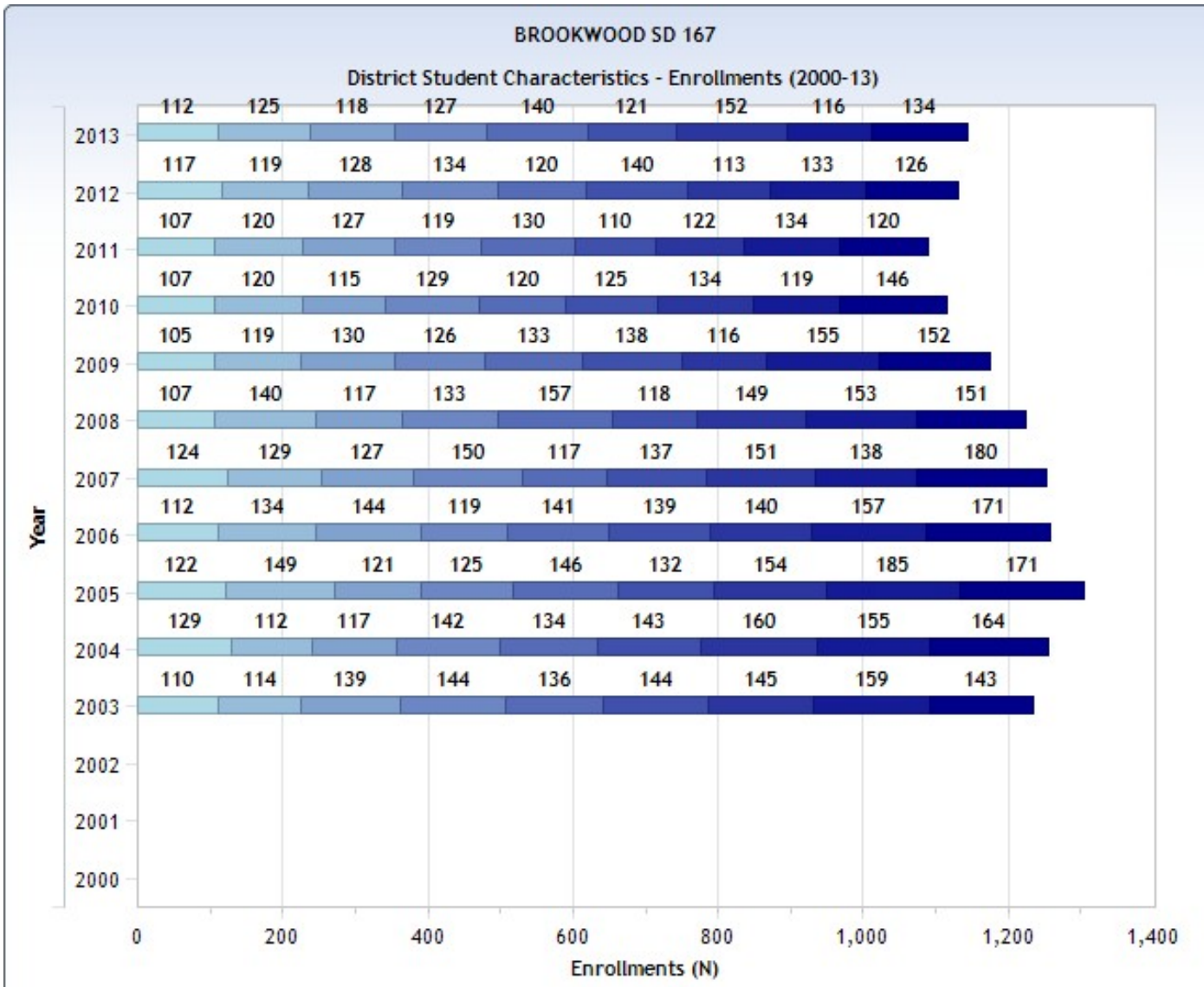
Educational Environment





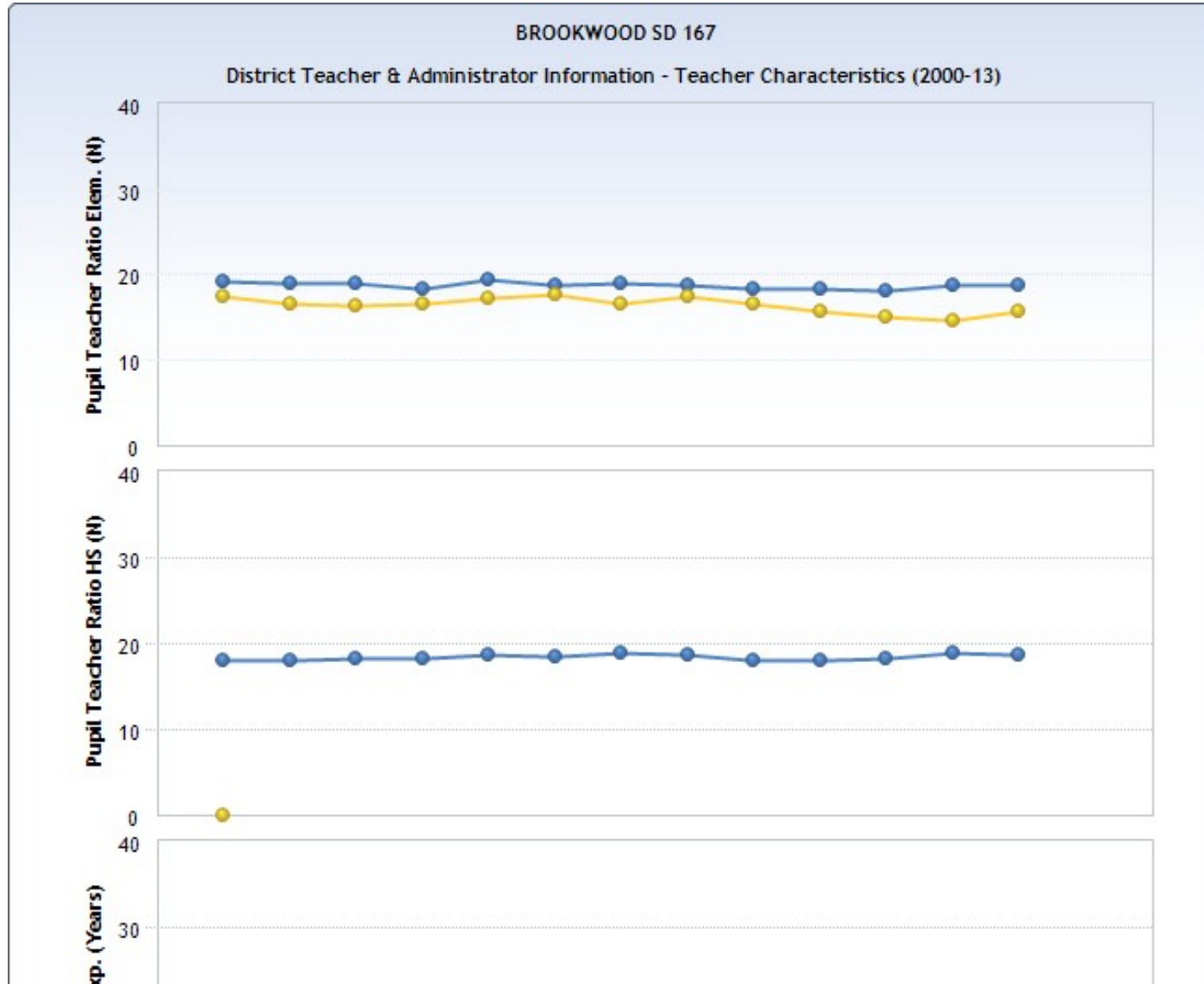


Enrollment Trends

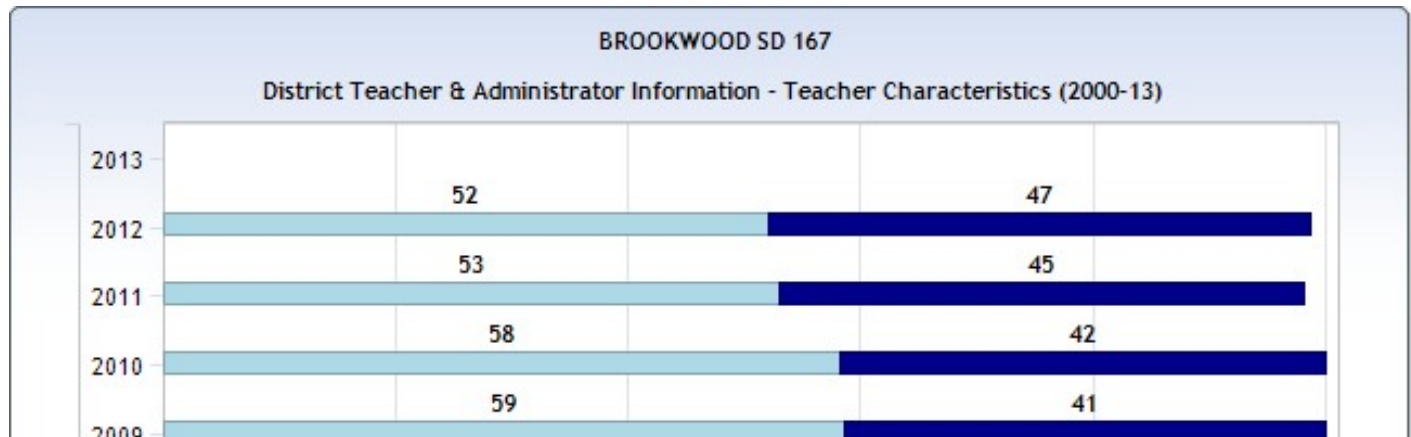
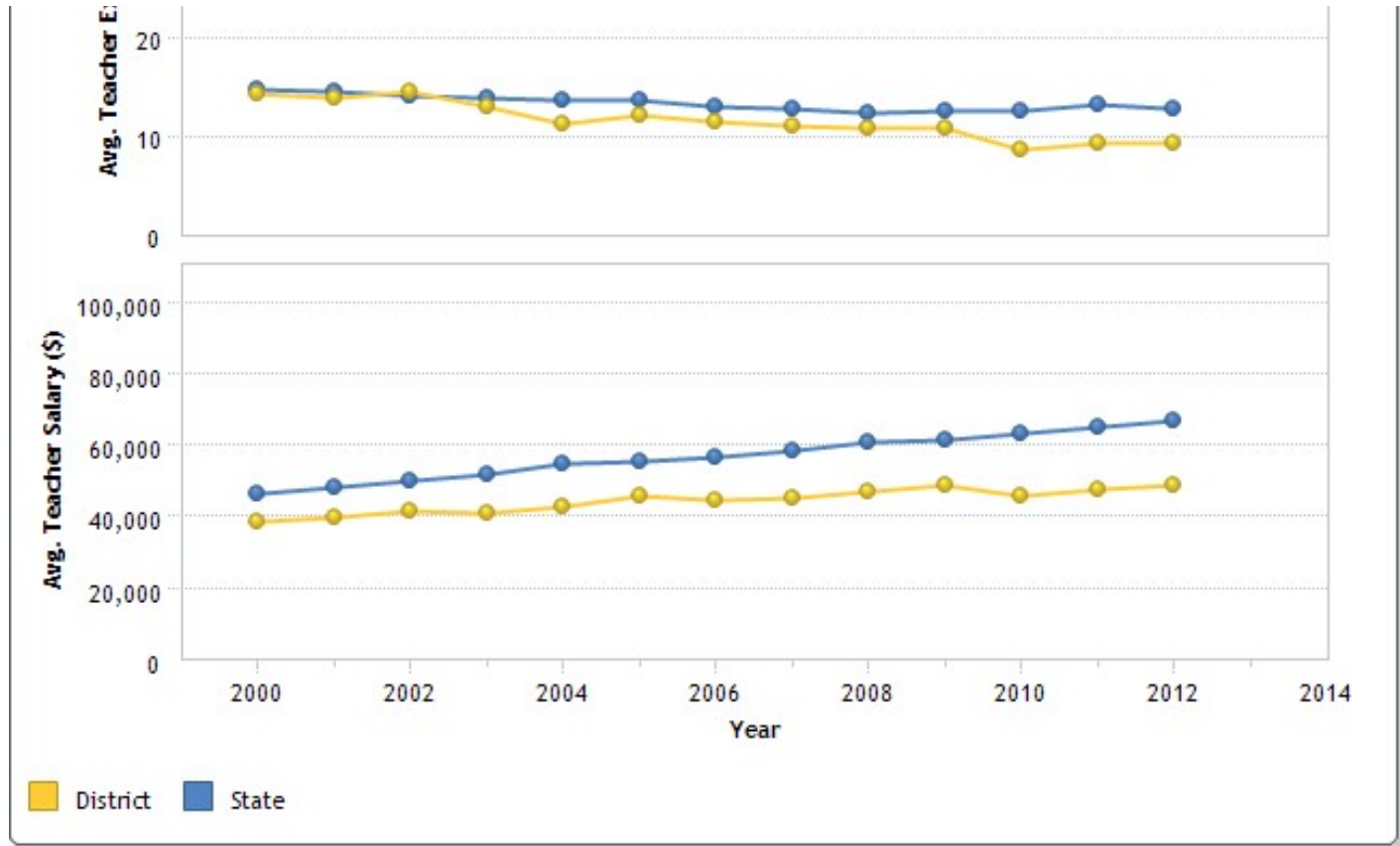


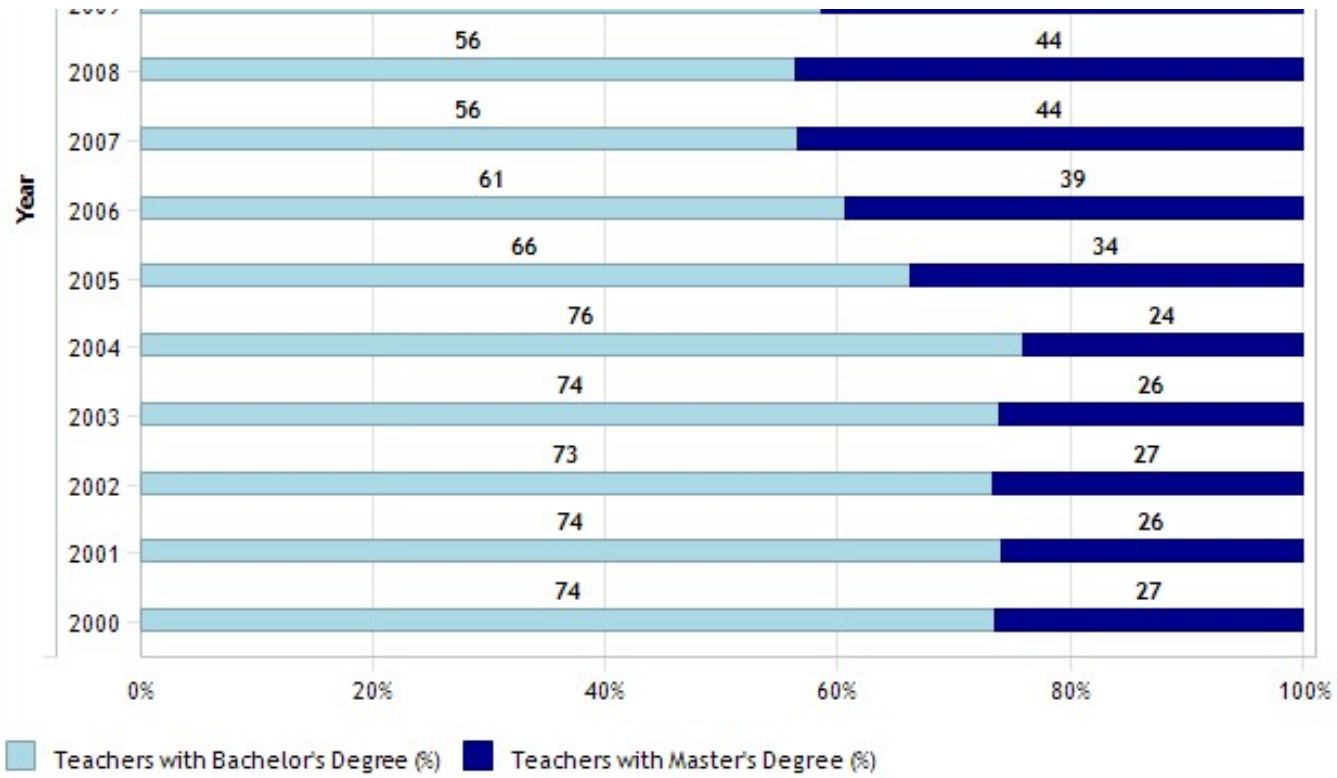
Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7  
Grade 8

Educator Data









2013 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2013-14 Federal Improvement Status	Corrective Action Year 2
Is this District making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	99.8	Yes	99.8	Yes	51.7	55.7	No	45.1	52.5	No	94.8	Yes		
Black	99.7	Yes	99.7	Yes	50.6	54.4	No	43.8	50.6	No	94.9			
Hispanic	100.0	Yes	100.0	Yes	50.0	53.7	Yes	46.8	55.5	No	94.8			
Students with Disabilities	100.0	Yes	100.0	Yes	26.3	40.4	No	39.5	51.0	No	93.2			
Economically Disadvantaged	100.0	Yes	100.0	Yes	48.6	53.7	No	41.9	50.8	No	94.5			

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are

printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

\* Includes only students enrolled as of 05/01/2012.

\*\* Safe Harbor Targets of 92.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

