



## Rock Falls Twp HSD 301 - Rising Star Continuous Improvement Plan

PDF Downloaded on 02/19/2014

## Local Board Action Report

**A. ASSURANCES**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B. SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Superintendent Signature:	Ron McCord	Date: 12/18/2013
Board President Signature:	Merle Gaulrapp	Date: 12/18/2013

Single School District Data - Contact Information

District Information

District Name:	ROCK FALLS TWP HSD 301	District Address:	101 12TH AVE
City/State/Zip:	ROCK FALLS, IL, 61071 1023	RCDT Number:	550983010170000
Superintendent:	Ron McCord	Superintendent Email*:	ronm@rfhs301.org
District Phone:	8156253886      Ext:	District Fax:	

School Information

Name:	ROCK FALLS TOWNSHIP HIGH SCHOOL	Address:	101 12TH AVE
City/State/Zip:	ROCK FALLS, IL, 61071 1023	RCDTS Number:	550983010170001
Principal:	Mike Berentes	Principal Email*:	mikeb@rfhs301.org
Phone:	815625-3886      Ext:	Fax:	8156253889

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
Ron McCord	District Superintendent	8156253886	ronm@rfhs301.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>
Mike Berentes	Superintendent Designee	8156253886	mikeb@rfhs301.org	Principal	<a href="#">Edit</a>   <a href="#">Delete</a>
Vicki Dunphy	Principal Designee	8156253886	dunphyv@rfhs301.org	District Staff	<a href="#">Edit</a>   <a href="#">Delete</a>
Kristine Schauff	Process Manager	815-625-3886	schauffk@rfhs301.org	District Staff	<a href="#">Edit</a>   <a href="#">Delete</a>
Cathryn Burger	Technology Plan User	815-625-3886	burgerc@rfhs301.org	District Staff	<a href="#">Edit</a>   <a href="#">Delete</a>
Emily Erickson-Betz	Improvement Team Member	815-625-3886	betze@rfhs301.org	Teacher	<a href="#">Edit</a>   <a href="#">Delete</a>
Amy Sigel	Improvement Team Member	815-625-3886	sigela@rfhs301.org	Teacher	<a href="#">Edit</a>   <a href="#">Delete</a>
Nicole Frampton	Improvement Team Member	815-625-3886	framptonn@rfhs301.org	Teacher	<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 – 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.

Because RFHS is a single school district our comments will be repeated.

We recognize through analysis of our data that within a few percentage points the testing results have remained relatively steady. The data does not reflect the known disparity of access to technology. The data also shows us that our Hispanic, Low Income and Disabilities subgroups are performing below the main White population. After extensive discussions on possible reasons for this disparity we have to realize there a number of factors we cannot control. Such factors are home life, nutrition, family expectations, etc. We can address nutrition with healthy school breakfasts and lunches. We know the students who have regular access to technology and are stimulated by exposure to ideas beyond what are shown at home or in the classroom perform better on tests. We cannot relieve all economic affects but we can provide regular access to technology via potential one-to-one initiatives and superior lesson plans that bring all students into contact with ideas and concepts beyond what is available in the local venue and home situation.



**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.

Because RFHS is a single school district our comments will be repeated.

We have a fantastic class size average and a very good graduation rate that is above state average. Attendance rate is 94% which is clearly a big positive. Obviously having a smaller class size and showing up for school contributes greatly to successful education. We offer a wide variety of elective classes that often have smaller enrollment so that balances the larger required class enrollments. Administration instituted a new discipline policy that helped eliminate excessive absences and tardiness which clearly had a positive impact on our attendance rates. The communication with parents and guardians has increased tremendously. This increase in communication is accomplished via telephone with personal discussions and via the website communicating the high expectations we have for our students.

Areas of concern continue to be our test results. We have seen a nice improvement in 2013 scores. We are continuing to explore any and all avenues to ameliorate the poor test results. We are using tested and proven interventions such as Study Island, Achieve 3000, after school tutoring sessions led by teachers and grade based success teams.

Reports - Assessment Report

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders ( e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC
------	---	----

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Rock Falls Township High School developed a clear vision through a collaborative process involving a variety of stakeholders including Board members, administration, teachers, parents, and community leaders in 2008-09. The vision developed is: "Striving for excellence in our ever-changing world." Rock Falls Township High School as a single building high school district has an empowered leader, namely the Principal, focusing all efforts on the vision of providing educational excellence and communicating the change process to all stakeholders. The whole school community was involved in the process of developing the vision and the lines of communication remain open to solicit input and keep stakeholders informed. The vision is communicated through the following: <ul style="list-style-type: none"> <li>• Posted and framed in every classroom</li> <li>• Posted on district website</li> <li>• Posted on district letterhead</li> <li>• Posted throughout the hallways</li> </ul> The vision has become the focal point of all school improvement initiatives. re-assessed 12/12/2012 - add the statement to the footer of slides on community information cable channel. 12/17/2013 - it did not work technically to add the vision statement as a footer so Kristine will add slides with a splash page containing name, vision, mission, and administration contacts.

CF1	All teachers share school policy on homework with primary caregivers. (2340)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	RFHS teachers have access to the school website and may create individual webpages--these teacher designed webpages often have homework policies reiterated. Teachers take ownership of this topic. A basic school policy is outlined in a student handbook that is distributed to all students and a parental/guardianship signature page is required to be returned to the school. Requirements above and beyond that basic homework policy are clearly articulated to students and primary caregivers at the 9th and 10th grade levels. Eleventh and twelfth grade students and caregivers are responsible for reading teacher websites and / or course syllabi.	

CII1	The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321) <b>RT3 Expectations:</b> The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.	RT3
Level of Development or Implementation for this Indicator.	Full Implementation	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>RFHS has an aligned mission and vision statement through all levels of administration, faculty, and students. RFHS vision is: "Striving for excellence in our ever-changing world". RFHS mission statement is: "Rock Falls High School provides educational excellence for all students in order to prepare them to be productive members of a global society." All decisions are made in support of these statements. Academic excellence is apparent in AP, dual enrollment, and honors (weighted classes) are available to students. Remedial courses and programs are available to students to assist them in raising their scores. HEAT (after school tutoring) and Re-Care (school day tutoring) are available to assist struggling students. RFHS has an alternative classroom as a dropout preventative measure for seriously at-risk students. Social emotional programs are available through our Student Assistance and Student Services departments which address behavior, emotional and character-building issues for students. Student assistance program focuses on building the 40 developmental assets (a research-based character education program), assisting students with supplemental counseling such as drug addiction, family problems, emotional issues, and bullying, etc. BLIND (a locally developed character and leadership development program) provides peer-to-peer assistance with spreading the 40 developmental assets throughout the entire student body. This is a multi-school initiative involving three other neighboring school districts where student leaders are specifically trained to be ambassadors of the developmental assets at their schools. Data from these various activities and programs is collected and reviewed to determine effectiveness. 9th and 10th grade success teams track and monitor individual student achievement and behavior. Interventions (individual and family) have been conducted. Our school management software tracks individual student data and the data is reported to the school board each month. The 2012-13 school theme is "Anti-bullying". Three assemblies will be held to address this topic. Additional character-building activities have been and will be held to further develop positive leadership qualities and strengthen service to others. 12Dec2012</p>
---	---

<p>CII2</p>	<p>The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)  <b>RT3 Expectations:</b> The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).</p>	<p>RT3</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>All decisions are made in support of vision and mission statements to provide student academic, physical, social, emotional, and behavioral development. Financial decisions are also made to strengthen these areas. RFHS provides staff with the resources and tools needed to improve student achievement through the implementation of new technology: Achieve 3000, Study Island, access to additional computers, etc. RFHS has contracted with Radiant Learning to provide test data analysis (school wide and individual) and reports to help teachers and parents understand students' strengths and weaknesses. The instructional framework team focuses school-wide efforts to improve instruction through a common framework for lesson planning and delivery to strengthen and elevate the level of instruction. Academic excellence is apparent in AP, dual enrollment, and honors (weighted classes) are available to students. Remedial courses and programs are available to students to assist them in raising their scores. HEAT (after school tutoring) and Re-Care (school day tutoring) are available to assist struggling students. RFHS has an alternative classroom as a dropout preventative measure for seriously at-risk students. Social emotional programs are available through our Student Assistance and Student Services departments which address behavior, emotional and character-building issues for students. Student assistance program focuses on building the 40 developmental assets (a research-based character education program), assisting students with supplemental counseling such as drug addiction, family problems, emotional issues, and bullying, etc. BLIND (a locally developed character and leadership development program) provides peer-to-peer assistance with spreading the 40 developmental assets throughout the entire student body. This is a multi-school initiative involving three other neighboring school districts where student leaders are specifically trained to be ambassadors of the developmental assets at their schools. Data from these various activities and programs is collected and reviewed to determine effectiveness. 9th and 10th grade success teams track and monitor individual student achievement and behavior. Interventions (individual and family) have been conducted. Our school management software tracks individual student data and the data is reported to the school board each month. The 2012-13 school theme is "Anti-bullying". Three assemblies will be held to address this topic. Additional character-building activities have been and will be held to further develop positive leadership qualities and strengthen service to others. 12Dec2012</p>
---	---

<p>CII3</p>	<p>The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)  <b>RT3 Expectations:</b> The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).</p>	<p>RT3</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	



<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>RFHS is a single-building district; therefore, all decisions are targeted to RFHS. All decisions are made in support of vision and mission statements to provide student academic, physical, social, emotional, and behavioral development. Financial decisions are also made to strengthen these areas. RFHS provides staff with the resources and tools needed to improve student achievement through the implementation of new technology: Achieve 3000, Study Island, access to additional computers, etc. RFHS has contracted with Radiant Learning to provide test data analysis (school wide and individual) and reports to help teachers and parents understand students' strengths and weaknesses. The instructional framework team focuses school-wide efforts to improve instruction through a common framework for lesson planning and delivery to strengthen and elevate the level of instruction. Academic excellence is apparent in AP, dual enrollment, and honors (weighted classes) are available to students. Remedial courses and programs are available to students to assist them in raising their scores. HEAT (after school tutoring) and Re-Care (school day tutoring) are available to assist struggling students. RFHS has an alternative classroom as a dropout preventative measure for seriously at-risk students. Social emotional programs are available through our Student Assistance and Student Services departments which address behavior, emotional and character-building issues for students. Student assistance program focuses on building the 40 developmental assets (a research-based character education program), assisting students with supplemental counseling such as drug addiction, family problems, emotional issues, and bullying, etc. BLIND (a locally developed character and leadership development program) provides peer-to-peer assistance with spreading the 40 developmental assets throughout the entire student body. This is a multi-school initiative involving three other neighboring school districts where student leaders are specifically trained to be ambassadors of the developmental assets at their schools. Data from these various activities and programs is collected and reviewed to determine effectiveness. 9th and 10th grade success teams track and monitor individual student achievement and behavior. Interventions (individual and family) have been conducted. Our school management software tracks individual student data and the data is reported to the school board each month. The 2012-13 school theme is "Anti-bullying". Three assemblies will be held to address this topic. Additional character-building activities have been and will be held to further develop positive leadership qualities and strengthen service to others. 12Dec2012</p>
---	--

CII4	The district provides and maintains for schools the technology, training, and support needed for effective application of assistive technology. (2325)	
Level of Development or Implementation for this Indicator.	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:	1/10/2013-RFHS has several assistive technology devices in the form of Kindles that provide audio support for curriculum novels, variance of font size for visual impairment issues, screen contrast variables also for visual impairment issues. Ipads have also been purchased for specific applications that are targeted for disabilities. RFHS is a member of a special education cooperative that provides for special student needs as identified through an IEP process.	

CII5	The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)	
------	---	--

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All four leadership teams report regularly to faculty meetings on successes and areas to improve. Student success is celebrated through the selection of "Students of the Month" awards by several agencies: Educational Association for seniors, 9th grade and 10th grade success teams, and Whiteside Area Career Center (vocational school - Jr and Sr student attend). Outstanding certified and non-certified employees are celebrated at the end of the school year during a faculty breakfast. A teacher is selected by the student body in recognition of outstanding teaching performance. The art department advanced placement students are celebrated at a local art dealer/gallery through their portfolio presentations. The students selected at school for the various "Students Of The Month" are celebrated by name being read on morning announcements, pictures on bulletin boards and in the local newspaper. 4/16/2013: There is an end of the year celebration of student success and achievements. There is a awards ceremony scheduled for May 7th during the school day where students are recognized for academic and extra-curricular achievements. There is a senior awards night scheduled for May 20th where all scholarship award winners will be recognized. A new recognition program (PRIDE) was instituted this school year (2012-13) for academic achievement, attendance and positive behavior. Student athletes and teams are recognized at the end of their seasons for their accomplishments at the state level in an all-school assembly. There are end-of-season award banquets for each sport team. There is a privilege system in place for juniors to earn open campus rights as a senior by demonstrating sustained ACT prep studying.

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	2/19/2014-RFHS faculty develop Common Core aligned units of instruction that focus on academic development as a priority. Student Services provide a wide variety of opportunities for students to explore and develop the physical, social, emotional, and behavior assets. RFHS has regular assemblies that emphasize the developmental assets and teachers utilize laminated asset reminders to emphasize that trait.		

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)		CL
Level of Development or Implementation for this Indicator.	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:	2/19/2014-RFHS has promoted transparency and by creating small groups based on departments and leadership committees, the opportunity to address concerns and negativity are abundant. The lines of communication are open between the administration and the association. The association has a number of building reps to take staff grievances to the appropriate administrative individual. That being said, there is an ongoing effort to deal with pockets of negativity from the contrarians.	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is an important task but one that we will be adding to our professional development schedule to explore various methods to accomplish the sharing. Sharing with parents/caregivers regarding these competencies via our website would be the most expedient but paper copies could be sent to the homes of those families without Internet access. A number of teachers at RFHS already do communicate regularly but the form varies and they need to share with colleagues.	

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	2/19/2014--RFHS has taken a two track approach to professional development. Full day teacher institutes are designated for teacher association requests for PD and the half day SIP days are used for review of classroom best practices, classroom management, and assessments. Professional development is also based on state mandated requirements for new teacher evaluations, new student assessments, and new learning standards (Common Core).	

CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)		SD
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		2/19/2014--On a yearly basis RFHS professional development is driven by observations gathered by teacher association to address the needs (academic, social, emotional and behavioral) of the students and staff. Currently we do not use data, per se, to drive our professional development. Teacher association suggestions have been useful in selecting professional development speakers for example this year the speakers addressed methods of engaging reluctant learners.	

CL6	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)		SC
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		12/17/2013--RFHS utilizes a wide variety of tools to communicate with and support parents and caregivers. The school provides the local cable-access channel shows powerpoint slides of school activities and announcements. Skylert announcements are sent via text, email and phone to parents and primary caregivers. Skyward provides 24x7 access to student grades, attendance, discipline and calendar events, and homework assignments. The school website provides teacher pages, school information, and district information. RFHS has a Parent Partnership Committee, Booster Clubs (Athletic & Music), Newsletters, 9th grade orientation meetings, and the implementation of a "Parent-In-The-Classroom" evening. Parents are invited to participate on the Student Handbook Committee. The mayor and other community members participated in the creation of the mission and vision of the high school.	

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	10/8/13: Safety is a top priority for RFHS. There are numerous anti-bullying/anti-drug programs that have been presented to the entire student body. The physical environment has been altered to have locked entry points to the building. There are numerous surveillance cameras that record activity. Limited keys and electronic fobs that can be turned off/on and time constraints applied to accounts so that entry control is achieved. Teachers supervise activity before school, during lunches, and after school. Parking lots are monitored by administration. The student handbook is reviewed yearly to adjust student expectations and consequences. Having a positive relationship with the school is also a top priority for RFHS. The school offers 19 interest-based clubs and 16 sporting teams. Teaching and learning are the primary focus for the building. RFHS has 2 faculty-led teams that support freshmen and sophomore students that are struggling academically. Students failing to turn in homework are assigned to after school academic assistance led by teachers and tutors. RFHS has a Student Assistance Program that coordinates efforts with our Student Services/Guidance counselors. RFHS is a community partner with other local high schools in a program that specifically seeks to alleviate tensions between the high schools. The program also seeks to build relationships between students inside each school. RFHS has added alternative behavioral interventions to include "SWEAT" (after school PE program) and Saturday detentions in an effort to reduce suspensions and enhance students meeting expectations.
---	--

D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) <b>RT3 Expectations (when learning maps are available through ISLE):</b> The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	1/10/13--The goal for RFHS is to utilize a variety of methods to create a climate of high expectations. Faculty are developing a 'growth' mindset towards students. Team teaching, resource teachers and a variety of tools/strategies are available. A variety of levels of classes are available to suit the variance of student needs. There is a focus on increasing the number of dual-credit, AP, and honors level courses. 5/15/2013--CCSS for ELA and Math are being implemented to differentiate and meet the needs of all learners. Achieve3000 and Study Island are online programs that are being used to supplement instruction and meet varying needs of students. Text complexity band information on classroom novels/textbooks is being researched and given to faculty.	

D13	The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development. (2329) <b>RT3 Expectations:</b> The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)	RT3,RTI
Level of Development or Implementation for this Indicator.	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:	1/10/2013--Rtl permeates all activities at RFHS. There are Rtl initiatives available to all students. Currently there is available: Achieve 3000, Study Island, Re-Care/Tutoring available during school day, remedial courses, team teaching, 9 & 10th grades success teams, common instructional framework and teacher collaboration time, common quarterly assessments in all courses of study, mandatory after school tutoring for struggling 9th and 10th grade students, Credit Recovery (during school, after school, and summer), alternative classroom, student assistance program and several social-emotional support initiatives. 5/15/2013--Parent information meetings/orientations are offered to each grade level groups. Rtl initiatives are communicated to all 9th grade parents at both registration and Freshman Orientation sessions. Programs mentioned above are in place and monitored regularly.	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<ul style="list-style-type: none"> <li>Rock Falls High School has implemented common Power Standards, quarterly instructional objectives and quarterly assessments in each course of study across the curriculum. All instructors have the Power Standards, quarterly instructional objectives and quarterly assessments for the courses that they are responsible for teaching. Training is offered to new teachers through an extensive orientation process. Department meetings take place at a minimum, bi-monthly to discuss curriculum, instruction, and school-wide improvement issues.</li> <li>The Student Services Department maintains the curriculum guide with course descriptions for every course across the curriculum, which is made available to parents and students through our school website.</li> <li>A recently adopted school-wide common instructional framework has been implemented in every classroom to emphasize the need for better lesson design and instruction. The implementation of the instructional framework is monitored through both formal and informal classroom visits by both administration and SSOS Coaches.</li> <li>Improving the curriculum and instruction is an never ending, ongoing collaborative process. Future changes will take place through the well established curriculum committee made up of both teachers and administration. reviewed 10/16/2012 10/16/2013-</li> <li>All of the above are still in effect. Due to changes in state funding SSOS coaches are no longer available to RFHS teachers. Departments included in Common Core State Standards are making the shift to being aligned with the CCSS.</li> </ul>	

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)

<p>Current level of development or implementation:</p>	<p>• The curriculum at Rock Falls High School encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. • Rock Falls High School offers a weighted grades system to encourage students to accept the challenge of taking advanced classes offered by the district. Sixteen weighted/honors courses and two AP courses are currently offered within the core academic areas to provide an accelerated course of study with appropriate rigor for college and career readiness. During the 2011-12 school year, weighted courses have a total enrollment of 242 juniors and seniors who have taken the opportunity to enroll in these more rigorous courses. During the 2011-12 school year, Advanced Placement courses have a total enrollment of 42 juniors and seniors who have taken to opportunity to enroll in these courses. An additional weighted/honors speech class will be offered beginning in the 2012-13 school year, demonstrating that Rock Falls High School is actively adding more rigorous course opportunities for our students. • Eight dual credit courses are offered in English and math in collaboration with Sauk Valley Community College. During the 2011-12 school year, dual credit courses have a total enrollment of 163 juniors and seniors. An additional dual credit course, Statistics, will be offered beginning in the 2012-13 school year, demonstrating that Rock Falls High School is actively adding dual credit opportunities for our students. • During the 2011-12 school year, Rock Falls High School has 84 juniors and seniors enrolled at Whiteside Area Career Center in various vocational courses. These students are receiving the core academic skills, employability skills, and technical, job-specific skills relate to a specific career pathway. • Currently Rock Falls High School is making the transition to the Common Core State Standards in English and math. The Common Core Standards are replacing our current Power Standards for each course of study. • Rock Falls High School’s school-wide improvement efforts are focused on increasing the rigor and relevance across the curriculum in the areas of literacy and math within a common instructional framework. 1/10/13--continuing evaluation of teachers' credentials in order to offer more dual-credit classes. Additional Common Core instruction on implementation across the curriculum is taking place. 5/15/2013--English curriculum is being articulated with middle school and elementary feeder schools to better implement the CCSS. Emphasis has been placed on the ELA CCSS in all courses across the curriculum. Math curriculum is transitioning to the integrated Math 1, 2 &amp; 3 model at the high school level. Implementation of ELA CCSS is the focus of whole staff development next year (2013-14). 12/17/2013--RFHS has contracted with Whiteside-Lee-Ogle ROE to provide professional development in the implementation ELA CCSS. The following AP classes have been added for the 2014-15 school year: US History and Spanish. The articulation of the English curriculum between the high school and middle school is still in progress.</p>
--	--

IA01	<p>The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)</p> <p><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. <span style="color: red;">Partial Development/Implementation</span>		
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)



<p>Current level of development or implementation:</p>	<p>Rock Falls Township High School has built partnership with municipal and civic leaders through the following: • In 2008-09, the Mayor of Rock Falls was involved in the creation of our new vision and mission statements • Rock Falls Township High School has a student representative on the Board of Directors of the Rock Falls Chamber of Commerce • Various community leaders are invited into classrooms to speak • Various community organizations request updates each year • Various community leaders have been involved in public forums at Rock Falls Township High School The lines of communication between Rock Falls Township High School and our community leaders will always remain open. 12Dec2012-RFHS principal is actively involved in civic leadership roles: Rock Falls Optimist board member, Community Assets Council, and Whiteside County Healthier Communities Partnership- ATOD committee member. RFHS continues to maintain the relationships stated above. 4/16/2013: RFHS is a member of the Chamber of Commerce. The new mayor-elect and the superintendent-elect are both Optimist Club members. The opportunity for civic partnerships exists because of this relationship. Plans are in place to create a RFHS Foundation that will utilize these relationships and create additional ones to the betterment of the school. 12/17/2013--The new superintendent has begun creating the RFHS Foundation, the new Principal is a member of the Optimist Club and the Assistant Principal is a member of the Rotary. We currently do not have a student representative to the Chamber of Commerce. Efforts will be made to recruit a new representative.</p>
--	---

IA02	<p>The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)</p> <p><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.</p> <p><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.		Partial Development/Implementation
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

<p>Current level of development or implementation:</p>	<p>Rock Falls Township High School currently involves community organizations and communicates with them regularly in the following ways: • Community organizations provide annual student scholarships • The Whiteside County Health Department is across the street from Rock Falls Township High School and students benefit from the close proximity • Community organizations contribute to student assemblies and other educational programs • Rock Falls Township High School has adopted the 40 Developmental Assets as the Character Education focus, which is also a community-wide initiative involving multiple civic organizations • Student organizations contribute community service throughout the school year • The American Red Cross partners with Rock Falls Township High School to provide two blood drives annually • Rock Falls Township High School has a student representative on the Board of Directors of the Rock Falls Chamber of Commerce • Various community organizations request updates each year • Various branches of the military provide educational opportunities and activities to students • Various community members are invited into classrooms to speak 12Dec2012-RFHS stresses community involvement with its students. Community service is an asset building activity. RFHS continues to build relationships with a local organization that specializes in developmentally challenged individuals by pairing selected students and these challenged individuals in an event at the high school. The following activities are all civic community activities in which various students participate: Relay for Life, Zombie Shuffle (United Way fundraiser), Career Center in the Student Services department was funded by local businesses, several canned food drives to support our local food pantries, Homeless Sleep Out to fund raise for local homeless shelter, RFHS music department performs programs throughout the community, Hometown Holiday Parade and fun activities, RFHS yearbook is sponsored by local businesses through ad purchases. RFHS principal is involved with local civic organizations: Rock Falls Optimist Club, Community Assets Council, and Whiteside County Healthier Communities Partnership. 4/16/2013: Several scholarships offered to seniors are sponsored by local organizations. RFHS is in the process of forming a foundation to benefit the school and it is anticipated that a variety of local organizations will choose to be part of that effort. 12/17/2013--The Superintendent is working on creating the RFHS Foundation. RFHS continues to be involved with all the above activities and is now involved in the Rotary Club.</p>
--	--

IA03	<p>The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)</p> <p><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.</p> <p><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.		<b>Partial Development/Implementation</b>
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)

<p>Current level of development or implementation:</p>	<p>Rock Falls Township High School communicates with parents in the following ways: • Parents are involved in student handbook committee • Parents are involved in an Athletic Booster Club • Parents are involved in a Music Booster Club • Parents receive a Title I Parent Compact each year • Parents are involved in multiple class-level parent informational meetings each year • Parents have 24/7 access to student information including grades, discipline, coursework, scheduling, etc. • Parents are involved in 9th grade registration meetings and 9th grade orientation meetings • Parents receive regular notifications through an emergency phone system • Parents have 24/7 access to district website, staff email, staff phone numbers, etc. • Parents receive grade reports through the mail at each midterm and end of each quarter • Parents receive the District Report Card each year • Parents are involved in multiple awards ceremonies throughout the year • Parents are involved in multiple parent/teacher conferences each year • Parents are involved in multiple athletic, drama, and activity events throughout the year 12Dec2012-in addition to the methods listed above, parents are now able to read communications from RFHS via the community access cable channel. Eighth to Ninth grade transition (prior to 9th grade orientation) to RFHS is provided to all incoming freshmen students and parents. The RFHS Parent Partnership/Advisory Committee has begun to work through the ISBE Parent Involvement tool. The Student Services Office and Assistant Principal are active in contacting parents regarding student performance-both academic and SEL. 4/16/2013: Parent partnership / advisory committee completed the ISBE Parent Involvement Tool. The perception of the committee was that the instrument was more appropriate for elementary school parents rather than secondary. However, there were some valuable insights and the principal-elect in partnership with parents is pursuing a plan to increase parent involvement. 12/17/2013-The principal is actively working to create a plan to have a parent-in-the-classroom night, have extended hours in the library to teach parents how to access Skyward, get an email address if none has been used, etc.</p>
--	---

IA04	The district provides incentives for staff who work effectively in hard-to-staff schools. (4)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	12Dec2012-RFHS is a single building district so this indicator does not apply.	

IA05	The district contracts with external service providers for key services in schools that need rapid improvement. (5)	CL
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	RFHS as a single building district has no need or interest in being changed into a charter school. RFHS has seen a need for organizing school improvement. To that end the following highly-qualified professionals have been contracted to provide leadership in specific tasks related to school improvement: Joe Crawford (power standards, quarterly objectives, common quarterly assessments), Gretchen Courtney and Associates (literacy), Dr. Gary Fields (instructional framework, literacy, 9th grade & 10th grade success teams), Dr. Rich Voltz (Charlotte Danielson framework) and Regional Office personnel who assisted with school improvement process through SSOS coaches. As other school improvement needs become apparent, additional professionals will be contracted with to provide the services. Financial resources will continue to be allocated accordingly.
--	---

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.		<b>Partial Development/Implementation</b>
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:

Rock Falls High School has developed Power Standards, Quarterly Instructional Objectives, and Common Quarterly Assessments for each course of study. These assessments were developed within each department by the teachers to improve instruction. The results are analyzed after each testing cycle by department data teams to identify strengths, weaknesses, and what needs to be done differently in regards to the curriculum and instruction at Rock Falls High School. The Scantron results of these assessments are formative, ongoing checks for individual student understanding and are included in the semester grading process. Parents have 24/7 access to all grades, discipline, attendance, and teacher contact information through our student data system (SkyWard) found on our school website. Rock Falls High School administers a Pretest for the EXPLORE, PLAN, and ACT annually in the fall to monitor individual student achievement and identify students that need remediation and additional assistance. All student scores are placed within an Excel spreadsheet and color coded based on the College Readiness Standards in English, reading, math, and science. The results are shared with the department data teams and students through their core subject area instructors. Rock Falls High School is in the process of contracting with Radiant Learning for the 2012-13 school year to provide disaggregated data and summary reports for the EPAS to individual teachers, and parents and students. These reports will be provided within two weeks of the testing cycle for both the pretest and posttest for the EXPLORE and PLAN. Professional development will be provided to the core academic teachers to help teachers understand the data in order to better prepare each student for the ACT. Rock Falls High School administers the Gates-MacGinitie Reading Assessment to all incoming 9th grade students during the fall of their 8th grade year. These Scantron results are used to place individual students in remedial English and reading courses. Students retake the Gates-MacGinitie in the fall of their 9th grade and 11th grade year to track progress in reading and vocabulary. The English department data team receives these results to identify students most in need of additional interventions. Over the past six years, technology has been added to every classroom at Rock Falls High School in the form of LCD projectors and computers. Wireless access has been added and eight computer labs are available to teachers throughout the building to align technology with curricular and teacher goals, and offer students opportunities to use these tools in their learning. An example of a recent technology addition is our math lab, which was added in December, 2011 to provide space for students to work through Study Island to enhance their math skills and ACT prep skills. In addition, twenty notebook computers were added this year to the media center to make technology more available on an individual student basis. Technology has been a district budget priority over the past six years and will be a continued focus in the future. 10/16/2012-Radiant Learning has been contracted and core curriculum teachers have been trained in how to understand the reports that are generated by Radiant Learning. This training covers individual and school-wide reports. Additionally 10 laptop computers have been added to the media center and a mobile lab of 30 have been added to the school. Educational technology including mobile/handheld devices such as Kindles, several interactive white boards, and 2 social media and multimedia tools have been purchased and are currently being beta tested in classrooms. Teachers who are testing the social media and multimedia tools will be reporting to the faculty regarding best practices.

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
------	---	---------------

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Common quarterly assessments have been produced for each course of study based on power standards and quarterly instructional objectives. A review of student data is completed each quarter for each course of study with departmental feedback to the administration on strengths, weakness and areas for improvement. Time is built into the school calendar for quarterly departmental meetings to address this data. Radiant Learning has been contracted to develop assessment results for analysis. The results are into a parent friendly format. Both student and whole school data are also organized into easily accessed format. Gates-McGinitie test is administered to incoming freshmen students to identify lower performing students so that proper placement in the coursework can be assigned. 9th grade success leadership team meets twice weekly to monitor student achievement. 9/24/2013: this indicator is still at full implementation. 12/17/2013-The EXPLORE test is now administered to incoming freshmen to identify math class placement.

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:	Through a collaborative effort, various stakeholders including parents, community members, school board members, administration, and faculty members, created the district vision and mission statements. A field representative from the Illinois Association of School Boards facilitated a day-long effort to create these statements. The vision and mission statements were submitted to the school board for approval and have been communicated to all stakeholders. All school board members along with the administration collaboratively developed the district Plan-On-A-Page. This two-year plan defines district goals regarding student achievement, parent and community involvement, and the maintenance of the building and facilities. A field representative from the IASB assisted in the writing of this plan. The Plan-On-A-Page format has been utilized to identify the school district goals. As the name suggests, the Plan-On-A-Page provides a convenient format for school board members, teachers, staff members, students, parents, community members, and other district constituents to see the goals and priorities of the school district. Bi-annually, with the aid of an IASB field representative, the school board engages in self-evaluation. This self-evaluation focuses on their role to develop policies that support the district's vision for school improvement. 10/16/2012 - reassessed and is still fully implemented. 10/16/2013 - reassessed and is still fully implemented.

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

Current level of development or implementation:	Due to RFHS being a single building district, all administrative personnel are engaged and are actively allocating faculty and financial resources to the improvement of all students' achievement. Financial decisions are made with the district's vision for student achievement and resources are allocated accordingly. Staff is provided with resources, tools and support that they need to improve student achievement. High expectations are regularly communicated to the staff and monitored through various student assessment data and staff evaluations. 4/16/2013-Current principal has been hired as the new superintendent and will take an active role in school improvement. Current assistant principal has been promoted to the position of principal and will take an active role in school improvement. The new assistant principal, when hired, will take an active role in school improvement. These three positions represent the entire central office staff of the district. 10/16/2013--The district positions (superintendent, principal and assistant principal) as described above have all been hired and are in place performing their roles with RFHS as the sole focus of their activities.
---	---

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.	<b>Full Implementation</b>
Evidence that this indicator has been fully and effectively implemented:	RFHS is a single building district therefore, 100% of all resources are allocated to support school, staff and instructional improvement at RFHS. The process of allocating resources is less difficult in a single building district. Financial resources have been directed to technology improvements (additional availability of technology for both students and staff), professional development (15 hours of professional development targeting student improvement needs are allocated each year for the entire staff), assisting student achievement (Study Island, Achieve 3000), outside expertise in data analysis (Radiant Learning), after school tutoring (stipends for lead teachers and aides), common prep time for staff leadership teams (9th and 10th grade success teams) and coaching mentors for staff (SSOS coaches). District will continue to address student achievement needs and will allocate resources to address those needs. 10/16/2012 10/16/2013--Due to changes in state funding, SSOS coaches are not available for coaching. Otherwise RFHS continues to use all the resources and funding mentioned above.

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.	<b>Partial Development/Implementation</b>	
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:	Radiant Learning has been contracted to assist in producing user-friendly data in a timely fashion that can be shared with parents, teachers and administrators This is the first year of implementation and is currently focused on core subjects. This data will be used to identify the needs of individual students, weak areas of the curriculum or instruction or identifying areas of additional resource needs. 5/15/2013: Parents, students and teachers have 24/7 access to student records including attendance, discipline, grades, etc. is provided by Skyward. Practice ACT and practice PLAN scores have been provided to parents, students and faculty through Radiant Learning. 9/24/2013: RFHS will continue using Radiant Learning to provide user-friendly data for parents. RFHS will also use additional reports from Radiant Learning to provide student specific data teachers can use to create differentiated instruction lesson plans to better address individual student instructional needs.
---	--

IA12	The district intervenes early when a school is not making adequate progress. (12)		SP,SD
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		RFHS is a single building district so all interventions are directed towards improving student achievement at RFHS. The district is keenly aware of all the school's needs so that 100% of resources available are targeting the improvement of student achievement at RFHS. RFHS has implemented power standards, quarterly instructional objectives and assessments, 9th and 10th grade success teams, literacy team and common instructional framework team -- all to address student achievement needs in a collaborative effort between district administration and faculty at the school. The district has hired outside consultants (Joe Crawford, Gretchen Courtney, Gary Fields, and Rich Voltz) who have aided in creating SMART goals and instituting a cycle of continuous improvement at the school. The district realizes that school improvement is an on-going and never ending process. The district will continue to monitor student achievement and align professional development to targeted improvement goals. 10/16/2013-RFHS is making the shift to the Common Core for the relevant departments. English and Math departments are already in progress. Science and Social Studies are awaiting final release of Common Core State Standards. The district continues to pursue all of the options listed above to intervene.	

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.		Full Implementation	



<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>RFHS is a single building district so the ease of working together for improvements is automatic. All interventions from the district are interventions for RFHS. Additional interventions do have financial considerations and thus require budgetary decisions at the district level. RFHS has the following interventions in place: 9th and 10th grade success teams monitor individual student achievement twice weekly and provide extra tutoring and supplemental interventions; Achieve 3000, Study Island, and Radiant Learning have been implemented and staff trained to monitor student progress and provide necessary interventions; 15 hours of professional development are scheduled yearly in alignment with school improvement needs; screening all students for placement takes place at incoming 9th grade level; common quarterly assessments are given in each course of study; literacy and instructional framework teams have been assembled and meet regularly to gather best practices to disseminate to all faculty; in-school tutoring is available daily to struggling students in reading and math; and remedial courses in English and Math are available for struggling students identified through the screening process. Both ELA and Math CCSS are being implemented to improve student achievement. Student Assistance Program counselors meet regularly with at-risk students. 10/16/2013-RFHS continues to use all of the tools and resources listed above.</p>
---	---

<p>IA14</p>	<p>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)</p>	<p>ELL, SP, HQT, RT3, DTI</p>
-------------	---	-------------------------------

<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
---	----------------------------

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>RFHS is a single building district. All district personnel are hired to address the needs of RFHS. RFHS provides a year-long mentoring program headed up by an experienced teacher for all new staff. Current professional development is underway to address instructional improvement through the Charlotte Danielson model of teacher evaluation. Three administrators have completed the state mandated training for teacher and administrator evaluations. 10/16/2012 10/16/2013--RFHS continues to recruit and hire only highly trained and qualified personnel. Staff completed the professional development regarding the new teacher evaluation instrument (Charlotte Danielson).</p>
---	---

<p>IA15</p>	<p>The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)</p>
-------------	--

<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>
---	----------------------------

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>As a single building district RFHS superintendent has given reasonable authority to the high school principal. The principal is the central office designee providing strong district leadership to all faculty and students.</p>
---	--

<p>IB01</p>	<p>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.</p>	<p>SS, RT3</p>
-------------	---	----------------

Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Clear vision has already been established by a collaborative effort between multiple stakeholders. An empowered leader has been designated at the school and is leading the improvement process The improvement team will include representation from the literacy and instructional leadership teams. 4/16/2013: RFHS has well established district/school level improvement teams: 9th grade success team, 10th grade success team, literacy team, instructional framework team, departmental teams, department chairs team, administrative team and student assistance team. These teams function as professional learning communities to address school needs and student achievement. Committee chairman (or appointed designee) for each of the four leadership teams will sit on the DIP/SIP team. 9/24/2013: Because of the above actions RFHS believes that this indicator is now fully implemented.</p>	

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.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>As an ongoing process, the district examined the 4 tightly focused areas of improvement by determining the value of the 9th grade success team to the point of expanding it to the 10th grade, modifying the Math Across the Curriculum team and this year culling it as the 10th grade success team was created. The literacy and instructional framework teams are continuing to be strong and providing useful suggestions for school wide improvement. 9/24/2013: The 9th grade success team was so successful that the creation of the 10th grade success team was implemented. With a full year of the 10th grade success team's work examined, RFHS believes strongly that the 10th grade success team is working for the benefit of the students.</p>	

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.	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)

<p>Current level of development or implementation:</p>	<p>In the fall of 2010, Rock Falls High School Staff Development Committee reviewed local and state assessment data to determine professional development needs for the district. The committee is composed of both teachers and administration with the sole purpose of improving student achievement. In addition, a leadership team comprised of teachers, support staff, administration, and SSOS Coaches came together during a two day retreat in December to identify assets, barriers, and opportunities for improvement. From this two day retreat, staff development activities and goals were outlined for implementation. Four main areas were identified for improvement and leadership teams were organized to address the following; 8th to 9th grade transition, a common instructional framework, literacy, and math. These efforts are an attempt to engage in another form of major restructuring that makes fundamental reforms to improve student academic achievement that has substantial promise of enabling the school to make adequate yearly progress. These restructuring efforts are ongoing. The four leadership teams meet at a minimum every quarter to organize and implement research-based practices and interventions school-wide. Each leadership team conducts regular staff development to report progress and define practices, interventions, and next steps. 14Nov2012-RFHS has replaced the math team with a 10th Grade Success Team. This is due to the success of the 9th Grade Success Team, it was decided to implement the same initiatives at the 10th grade level. RFHS has implemented Achieve 3000 at the 9th grade level to improve literacy and better track improvement in lexile scores. Study Island has been implemented at the 11th grade level to aid in ACT prep and be a supplementary English and Math instructional tool. 12/17/2013-At the present time RFHS continues to be active in the above strategies and is implementing Common Core State Standards as those standards are being released. The Science department is utilizing the STEM curriculum.</p>
--	--

IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school.	SR
Level of Development or Implementation for this Indicator.	Full Implementation	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Dr. Gary Fields was hired as a school improvement consultant in the fall of 2010 to help identify research-based programs, initiatives, and practices to address the needs at Rock Falls High School. A leadership team comprised of teachers, support staff, administration, and SSOS Coaches came together in December, 2010, during a two day retreat to identify assets, barriers, and opportunities for improvement. From this two day retreat, staff development activities and goals were outlined for implementation. Four main areas were identified for improvement and leadership teams were organized to address the following; 8th to 9th grade transition, a common instructional framework, literacy, and math. Due to the collaborative nature of this school improvement effort, staff members have bought into these initiatives and are working to continuously improve student achievement and the overall school culture. Rock Falls High School is paying particular attention to subgroups. Rock Falls High School has a low income population of 46.4%. This subgroup is currently meeting standards at only 34.8% in reading and math. The four main areas identified for improvement and the leadership teams mentioned above are targeting this population. In addition to the State assessment (PSAE), data gathered from the EXPLORE, PLAN and common quarterly assessments are used to identify strengths and weaknesses. 14Nov2012--RFHS has replaced the math team with a 10th grade success team which is building on the demonstrated success of the 9th grade team. Literacy and Instructional team initiatives are ongoing and functioning. 12/17/2013-As a single building district RFHS continues to use the above strategies to address its particular strengths and weaknesses.</p>
---	--

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.	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:	<p>Because RFHS is a single building high school district, the school has control over the entire budget. All funds are combined and directed in support of the school's goals. When possible, staff members seek new funding sources from community organizations (e.g. scholarships, Character Education Program, partnership with Sauk Valley Community College, various departmental requests). All staff positions are focused on full-time instruction and areas that fall under the school's academic goals and priorities. Formative and summative evaluations are designed to minimize staff turnover. School schedules are arranged to provide some job-embedded, common planning time and time for professional development especially at the ninth grade level. Staff development resources are ample and each staff member is provided a minimum of fifteen hours of staff development, which are tied to the school improvement plan each year. 14Nov2012-School schedules are arranged at the freshman and sophomore levels to allow 9th and 10th grade leadership teams common planning, student interventions, and professional development time. 12/17/2013-RFHS has contracted with the Whiteside-Lee-Ogle ROE to provide professional development in the following areas including but not limited to: content area literacy strategies, student learning outcomes, adapting teaching methods in preparation for 1 to 1 initiative, and assistance with common core implementation.</p>	

IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)		SR
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	<p>During the 2010-11 school year Rock Falls High School assessed the governance and roles of the administrative team. The three administrators shared the leadership role in the school improvement process with the teaching staff, support staff, and SSOS Coaches to identify assets, barriers, and opportunities for improvement. From this shared leadership change, four areas of school improvement were identified as the focus. Each staff member joined one of the four leadership teams and currently is a collaborative member who contributes to the school improvement process. Each leadership team developed SMART goals to give focus to the teams efforts during the school year. Each leadership team meets regularly to evaluate goals, adjust strategies, and check student progress throughout the school year and reports progress quarterly to the entire staff. Common quarterly assessments facilitate continuous planning in each department across the curriculum. This is an ongoing process of school improvement. 14Nov2012-Our focus for school improvement remains on the 4 main areas: 9th grade success, 10th grade success, literacy and instructional framework. Common planning time has been provided to both 9th and 10th grade success teams. 12/17/2013-RFHS continues to utilize the strategies listed above to address the detailed school improvement plans.</p>		

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.	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)	

<p>Current level of development or implementation:</p>	<p>All research-based professional development is centered on school improvement needs as identified by district data. These research-based areas include instructional strategies, motivating struggling students, reading and math strategies, and using data to drive instruction and make curricular improvements. Examples of the research-based professional development include the following: 1. Our continuous cycle of school improvement ties directly to the research-based use of power standards, quarterly instructional objectives, and quarterly assessments. The power standards indicate what is most important to know and to be able to do for each course. These are based on the Illinois Common Core State Standards, Illinois State Learning Standards, and the College Readiness Standards. The quarterly instructional objectives are the daily lesson objectives used to tie the lessons to the power standards. The quarterly assessments are used to measure the proficiency level of students at the end of each quarter. 2. Our literacy initiatives tie directly to the research-based work of Gretchen Courtney and Associates. These research-based strategies involve the use of before, during, and after reading strategies and graphic organizers. These practices have been linked to positive effects on student achievement. 3. Our research-based professional development on student motivation is based on the work of Chick Moorman. His research is based on diagnosing the cause of motivational issues. Motivational issues are separated into three categories: Power Diagnosis (power struggle), Models (ability level, values, and ideals), and Connectedness (social/emotional). These motivational strategies help to dramatically decrease the number of students who choose to underachieve. 14Nov2012-Core Literacy Team developed SMART goals for Literacy Across the Curriculum focused on reading, writing, listening, and speaking skills that lead to the higher order thinking skills. Kelly Gallagher's research based reading strategies provided the basis for the goals.</p>
--	---

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.	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Rock Falls High School is a single building high school district. The district developed a clear vision of what the school will look like when substantially improved/restructured. Based on the research of school change success, Rock Falls High School has addressed the following:</p> <ul style="list-style-type: none"> <li>• A clear vision was developed by a committee of multiple stakeholders (faculty, support staff, parents, community members, and administration) in April, 2009: "Striving for excellence in our ever-changing world."</li> <li>• The principal was designated as the change agent and empowered and supported to maintain a focus on the vision and persist in keeping the change process on track.</li> <li>• Four leadership teams of staff members were developed and empowered to create their SMART goals by obtaining input from and communication with all members of the school community regularly.</li> <li>• Lines of communication throughout the entire school community (faculty, support staff, parents, community, and students) are open in solicitation of input and feedback. Rock Falls High School has embraced the concept that school improvement is a continuous process and that the plan through Rising Star serves as a means to monitor and evaluate the implementation of the plan. 14Nov2012-RFHS continues to monitor student achievement and make improvements based on student needs. All decisions are based on the district's vision of providing excellence in education. 12/17/2013-RFHS continues to implement common core standards as they are available and has begun transitioning to STEM curriculum for the Science department.</li> </ul>	

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>The Principal is an advocate for positive change. He has been empowered to be the change agent for the district. In return, he has empowered his staff to help lead the implementation of a limited number of research-based change initiatives. Through a collaborative process of school improvement planning, RFHS is using data to develop action plans to address student academic deficiencies. He is relentless in pursuing school improvement goals: 1) Common quarterly assessments for all courses, 2) Common instructional framework, 3) Literacy, 4) 9th grade success, 5) Math across the curriculum. The efforts to improve student achievement at RFHS have been monitored by an outside peer review process. Because these initiatives were identified through a positive school-wide collaborative process, faculty ownership is considerable. Student achievement is monitored quarterly. Data is being used formatively and summatively to drive school improvement efforts and staff development. These efforts are consistently monitored by the Principal for accountability and fidelity. 14Nov2012-Based on the demonstrated success of the 9th grade success team, RFHS has implemented a 10th grade success team to replace the math team. Staff continues to be involved in the 4 focus teams and reports regularly to the full faculty. 12/17/2013-RFHS has embraced the Danielson model of teacher evaluation and made the necessary alterations to the instrument.</p>	

IB10	The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Rock Falls High School has successfully implemented the two major actions commonly taken by successful turnaround leaders (Hassel et al., 2006) which include the following:</p> <ul style="list-style-type: none"> <li>• Concentrating on a few important changes with big, fast payoffs. Rock Falls High School has concentrated its focus on four areas of improvement with the principal as change agent leading the change. Classrooms are observed regularly by the administration and SSOS Coaches to assure the strategies of the common instructional framework team, literacy team, and math team are implemented in every classroom. All school improvement efforts are geared toward increased student achievement for all students.</li> <li>• Implementing practices proven to work with previously low-performing students. A 9th grade success team has been successful in implementing interventions that assure low-performing students are successful, which include accountability for homework, assistance after school, monitoring student performance through weekly team meetings, mentoring, common grading scale with a focus on mastery, and better teacher-student relationships.</li> <li>• The principal as change agent is skilled in motivating staff and community as a result of professional development geared toward the change process and the role of the principal in the change process. The principal has ensured that all staff development has been focused on a few very important classroom-level changes to improve student achievement. These changes are not optional and are monitored regularly through the formal and informal evaluation process. 14Nov2012-The principal continues to work as a change agent and implement the processes described above. 12/17/2013-The principal has found new staff development opportunities provided by the local ROE agency. He continues to be relentless in connecting the mission, learning standards and curriculum.</li> </ul>	

IB11	The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement. (26)		SR
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	<p>We have had significant "quick wins" because of: 1) A clear vision - we know where we are going, 2) The Principal is an empowered change agent who relentlessly maintains focus and accountability, 3) School leadership teams drive the collaboratively developed change initiatives, 4) Sufficient time is allocated to craft a quality plan. Four quick wins include: 1) improved adult relationships and school-wide collaboration, 2) the 8th to 9th grade transition, 3) implementation of a 9th grade success "academy," 4) the adoption of a school-wide common instructional framework. 14Nov2012-An additional "quick win" was the implementation of the 10th grade success team. A common planning time for both 9th and 10th grade teams was implemented over the past two years. SSOS coaches have helped monitor the implementation of the instructional framework. The addition of a Math lab, Library lab, and a mobile lab (consisting of netbooks) has increased the availability of technology for all students. 12/17/2013--RFHS is using the earlier 'quick wins' to build momentum for the more difficult changes that lie ahead.</p>		

IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)		SR
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	<p>Through a collaborative team effort Rock Falls High School has focused its school improvement efforts on a few research-based programs, initiatives, and practices. Staff members have bought into these initiatives in record numbers due to the collaborative nature and the fact that this process has been teacher driven and led. Rock Falls High School understands that the change process is difficult and that some staff members resist change more than others. The four leadership teams, which include all members of the staff, are empowered to move forward and collaboratively make decisions to improve student achievement. The school improvement process is teacher-led and naysayers and others that are resistant to change have equal input into the process. The naysayers are not the focus. The willing lead and serve as role models for others. 14Nov2012-Staff remains committed to the school improvement process through the four core leadership teams. The goals and objectives continue to be addressed. 12/17/2013-RFHS continues to empower teacher leadership teams to persist in keeping the change process on track.</p>		

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



Current level of development or implementation:	RFHS is a single building district so very little distance exists (2 doors) between the superintendent and the building principal. Continuous communication between the superintendent and principal keep each party informed of the progress of the school. The administrative team meets weekly to discuss district/school needs and issues. The superintendent keeps the board up to date with communications via a weekly newsletter, periodic one on one meetings, and monthly board meetings. On a monthly basis the board hears presentations and sees written reports from members of the staff, students, and school administration. Topics covered include: academic spotlights, extracurricular spotlights, leadership team reports, state-wide testing reports, school improvement planning reports, discipline reports, attendance reports, etc. The district realizes this is an ongoing and never ending process of keeping the board informed of school improvement progress. Board members collaboratively created a District Plan-On-A-Page which addresses student achievement, parents and community, and facility goals. 10/16/2012 10/16/2013--RFHS continues to provide all the reports listed above and makes the information known to the board.
---	---

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:		RFHS is a single building district; therefore, the principal (the central office contact person for the school) is in daily communication with all school staff and has a vested interest in its progress. All four leadership teams in the school focusing on identified school improvement needs (literacy team, 9th grade success team, 1th grade success team, and instructional framework team) report regularly to the principal. In addition these four leadership teams report to the full school staff quarterly during faculty meetings and school improvement days. The principal has become the "critical friend" to staff and administrative team through professional development opportunities and evaluations. 10/16/2012 10/16/2013--RFHS continues to have a central office contact person in the position of Principal who keeps in constant communication.

IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (30)	
Level of Development or Implementation for this Indicator.		Full Implementation
Evidence that this indicator has been fully and effectively implemented:		Rock Falls Township High School Dist. #301 is a single building high school district. The superintendent meets with the administrative team every week for two hours to discuss plans for improvement, monitor progress toward district goals, and discuss district and school-level issues. The administrative team consists of the superintendent, principal, assistant principal, student services chairperson, and athletic director. 1/10/2013-District leadership continues to meet weekly to discuss school progress. The school improvement team meets monthly to review progress using Rising Star as the collection tool.

IC04	District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)	
------	---	--

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	1/10/2013-RFHS is a single building district in which the principal's job description and Board policy fulfills the letter of understanding as described above.

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
------	---	-----------

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Rock Falls High School currently has a curriculum guide, power standards, quarterly instructional objectives, and quarterly assessments. The curriculum guide indicates the grade level, credit value, length of the course, pre-requisites, and a general course description of the content for each course. The power standards indicate what is most important to know and to be able to do for each course. These are based on the Illinois Common Core State Standards, Illinois State Learning Standards, and the College Readiness Standards. The quarterly instructional objectives are the daily lesson objectives used to tie the lessons to the power standards. The quarterly assessments are used to measure the proficiency level of students at the end of each quarter. 9/24/2013: The following departments are transitioning to full Common Core State Standards implementation: English and Math. The Science department has begun aligning curriculum with STEM requirements.	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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)

<p>Current level of development or implementation:</p>	<p>District provides the technology in the form of contracting with Radiant Learning for creation of user-friendly data from the EXPLORE, PLAN and ACT tests. The District also uses Study Island to drill and review concepts for struggling students. Progress on Study Island is available to faculty through reports. We have provided 24x7 access to student grades through SkyWard (SIS) for parents and guardians to keep informed of student achievement. Quarterly assessments are reviewed by each department to identify strengths, weaknesses and a plan for improvement of the instruction and curriculum within each course of study. This data is then shared with administration and reported out quarterly at department chair meetings. Parent satisfaction surveys are administered at all three parent conferences. Classroom observations are done by administration, SSOS coaches, and members of the staff through peer-to-peer observations. Mentors, assigned to new teachers, observe and provide feedback to their mentees. Mentees do at least two peer observations. The district realizes the collection, analysis and use of data at the classroom, school, and district levels is vital to improving student achievement. 10/16/2012 5/15/2013--Skyward's separate databases of finance, HR and student information are being merged together streamlining the login for faculty and staff. 9th grade team was given training to use Achieve3000 website. Periodic progress reports from Achieve3000 are provided to the 9th grade team. Study Island provides weekly progress reports for teachers. The 5Essentials survey was offered to students, faculty and parents. 10/16/2013--Due to a lack of state funding, SSOS coaches are no longer available to faculty. Superintendent has taken on a larger role in classroom observation, more teachers are being trained in how to use Achieve 3000, and the 5Essentials survey results are now being incorporated into the school report card. The new teacher evaluation tool is being implemented which has resulted in more walk-through visits to classrooms.</p>
--	--

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
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>To accommodate the need for staff development opportunities, each faculty member shall be engaged in 15 hours of training linked to district initiatives each school year. The scheduling of these staff development hours is the responsibility of the Staff Development Committee that is made up of both teachers and the administration. Staff development will center on school improvement needs as identified through assessments; these research-based areas include differentiation of instruction, motivating struggling students, reading and math strategies, and using data to drive instruction and make curricular improvements. Quarterly assessments will be given in each course of study to help determine how well our students are learning the power standards and quarterly instructional objectives. Following each assessment will be a ½ day of school improvement to evaluate the test data. All department members will collaboratively look over the results of the assessments to determine areas of weakness and discuss ways to improve instruction and student performance in each course of study. Current professional development is focusing on instructional improvements as defined by Charlotte Danielson's framework. The common instructional framework team is leading peer-to-peer observations and adoption of the new evaluation instrument to meet the needs of the new state laws. 10/16/2012 10/16/2013--School year 2013-14 professional development is focused on improving performance of reluctant students in the classroom. Outside specialists (Conscious Teaching) have been hired to train faculty on two separate full day staff development days. 12/17/2013--RFHS has contracted with Whiteside/Lee/Ogle ROE to provide content area literacy professional development.</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.		Partial Development/Implementation
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:		<p>Professional development is available to support staff as required by the their job descriptions. In addition aides, clerks, custodians, and cooks are given biannual training in AED and CPR. All training is covered built into the schedule and is paid for by the district. RFHS is a friendly place to visit; students and staff alike greet visitors in a friendly manner and assist them to their destination. Multiple freshman orientations are provided to students and parents to make the transition from elementary to the high school a more pleasant experience. New students transferring into RFHS receive an orientation through Student Services. The district understands that the goal of professional development is a never ending and an ongoing process for ALL employees. 10/16/2012 5/15/2013--Professional development for aides, custodial staff, and office staff is available on a continuing basis as requested. Office staff regularly attend webinars to keep current in their field. Custodians and cafeteria staff attend state mandated trainings on a regular basis. 10/16/2013--RFHS has now contracted with GCN (Global Compliance Network) to provide web-based staff training. All of the above methods for training are still available to support staff.</p>

ID01		A team structure for schools is officially incorporated into district policy. (36)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)		
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		<p>We currently have a well-established district leadership team consisting of the superintendent, principal, assistant principal, student services department chairmen, and athletic director. We have a well-established school leadership team consisting of the administrative team and all department chairmen from the following departments: business, social studies, English, science, foreign language, mathematics, physical education, music, family and consumer sciences, art, industrial arts, media center, guidance, drivers education, and special education. We have well-established instructional teams within each department. The administrative team meets weekly for 2 hours. The leadership team meets once a month for 1 hour. The instructional teams meet at a minimum every other month for 1 hour in addition to 4 half-day school improvement days.</p> <p>4/16/2013: Four leadership teams (9th grade success team, 10th grade success team, literacy team, instructional framework team) have been established and all teachers serve on a team. The 9th and 10th grade success teams meet twice weekly. Literacy team meets monthly and the instructional framework team meets frequently. Our DIP/SIP is driven by input from the four teams. 9/24/2013: On the 4 half-day school improvement days built into the school schedule, each team reports out to the entire faculty on the findings, changes to function, and any additions or deletions of goals.</p>		

ID02		All teams have written statements of purpose and by-laws for their operation. (37)		
Level of Development or Implementation for this Indicator.		No development/Implementation		
		Will include in plan		
Index:	3	(Priority Score x Opportunity Score)		
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		<p>Currently, a limited number of committees at Rock Falls Township High School District #301 have written statements of purpose or by-laws for their operation. 1/10/2013-teams continue to function. Given the size of the school district, statements of purpose and by-laws for faculty leadership committees are not deemed essential, however each team has created SMART goals that function as statements of purpose and are shared with the full faculty.</p>		

ID06		The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)		SS
------	--	--	--	----

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The Principal currently collects all meeting agendas and supporting documents for all department chair meetings, faculty meetings, in-service training, and professional development. Documents such as the school's policies and procedures, master schedule, programs, and improvement plans are maintained in the main office. The AdvancED (NCA & CASI) Accreditation and School Improvement Peer Review results are maintained in the main office. All classroom observation data are secured in personnel files in the main office. Data regarding teacher, parent, and student perceptions/feedback are maintained in the main office. 9/24/2013: The principal continues to collect and maintain all the data and files mentioned above. At present all files are kept indefinitely.	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) <b>Title I Expectations:</b> Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We currently have a well-established district leadership team consisting of the superintendent, principal, assistant principal, student services department chairmen, and athletic director. We have a well-established school leadership team consisting of the administrative team and all department chairmen from the following departments: business, social studies, English, science, foreign language, mathematics, physical education, music, family and consumer sciences, art, industrial arts, media center, guidance, drivers education, and special education. We have well-established instructional teams within each department. The administrative team meets weekly for 2 hours. The leadership team meets once a month for 1 hour. The entire faculty meets every other month followed by instructional team meetings every other month for 1 hour. In addition the instructional teams meet for 2.5 hours during 4 half-day school improvement days. 9/24/2013: The district, school, and instructional leadership teams continue to meet as described above.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	10/8/13: RFHS is a single building district so the Superintendent leads the Administrative Team. The Principal leads the monthly Department Chair meetings that last approximately 45 minutes to an hour. Bimonthly each department chair then disseminates the information to faculty within the department. These departmental meetings last approximately an hour. The Principal will be assigned the task of exploring the feasibility of creating an additional departmental meeting.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) <b>Title I Expectations:</b> Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP, SD, DTI
------	--	-------------

Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The team approach to data gathering and analysis has been implemented at RFHS district wide through the development of the following teams: Administrative Team (Superintendent, Principal, Assistant Principal, Athletic Director, and Special Ed/Student Services Chairman), Leadership Team (principal and department chairs), four school improvement teams (9th and 10th grade success teams, literacy and instructional framework teams) of which all staff are members, and Departmental teams. All teams submit reports of meetings held and actions taken. Time is provided within the schedule and school calendar for the teams to meet on a regular basis. Timely information is both gathered and provided to be used in the decision-making process by each team. While assessing this indicator we realized that additional professional development in the use of data to improve instruction is an ongoing need and will be provided to the entire staff. 10/16/2012 10/16/2013-data gathered from Radiant Learning and Achieve 3000 is providing RFHS with focus for selecting ongoing professional development. This future professional development will be provided to the entire staff. Teachers routinely collaborate with administration and student services personnel. Joint meetings with parents are scheduled as needed.	

ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)	
------	---	--

Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	2/19/2014 - RFHS as a single building district has all of it's faculty organized into 14 departmental groups. There are also 9th and 10th grade success teams and departmental chair team. Departmental level meetings are held every other month and department chairs meet in the alternating months of the departmental meetings. Teachers are also participants in Leadership committees. The four leadership committees meet regularly.	

ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)	
------	--	--

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	2/19/2014--RFHS has set aside SIP days once a month to review assessments and student learning data. Teachers meet on a departmental basis to assess that student data and review instructional units. The time set aside to accomplish these tasks is dependent on days of instruction and association contract.	

IE05	The principal participates actively with the school's teams. (1026)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	2/19/2014--The principal chairs the departmental head meetings. He shares the responsibility of attending as many faculty based meetings as possible with the superintendent and assistant principal. There are 14 departmental groups and 4 leadership committees that meet at various times so it is a necessity that the principal and other administration share attendance duties.		

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	10/16/2013-The principal keeps the mission and vision of the school posted in each classroom in the school and on the website. The principal and assistant principal build relationships with faculty and staff through frequent committee meetings, staff picnics and other social events. The principal and assistant principal build relationships with parents through the Parent Partnership, by being present at school events, and increasing the number of communications with parents. The principal and assistant principal collect and utilize data regarding student achievements to implement data driven decisions with stakeholders.		

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		



Evidence that this indicator has been fully and effectively implemented:	10/16/2013-The superintendent, principal and assistant principal have schedules for frequent classroom visits, walk-throughs and observations. These schedules have been shared with all faculty. Technology has been purchased and is in use to record observations regarding classroom activity.
--	--

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC
------	---	----

Level of Development or Implementation for this Indicator.	Full Implementation
--	---------------------

Evidence that this indicator has been fully and effectively implemented:	12/17/2013--As the main teacher evaluator, the principal devotes abundant time to working directly with teachers to improve instruction, in particular classroom observations. The evaluation process (using the Danielson model) consists of SMART goals (in each of the 4 domains) setting meeting, pre-observation consultations, formal evaluations, 10 classroom observations over 2 years, post-observation consultations, and a self-evaluation. The principal is highly visible to staff and students. He encourages teachers to attend conferences, and shares ideas and materials with staff.
--	---

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)	SC
------	--	----

Level of Development or Implementation for this Indicator.	Full Implementation
--	---------------------

Evidence that this indicator has been fully and effectively implemented:	12/17/2013--As the principal is the primary teacher evaluator, he meets with all teachers and discusses teaching practices. As an experienced educator, unsound practices are challenged and positive alternatives are presented to the teacher. The principal works closely with the Instructional Framework Committee to provide peer support for all teachers. The principal is the learning focused leader sharing best practices with all staff. He encourages teachers to utilize planning time wisely by providing common planning time for 9th and 10th grade success teams.
--	--

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)	
------	--	--

Level of Development or Implementation for this Indicator.	Full Implementation
--	---------------------

Evidence that this indicator has been fully and effectively implemented:	2/19/2014--The principal celebrates student success in a wide variety of ways. We have school bulletin boards that celebrate student success (newspaper clippings), local Vocational student of the month, 9th and 10th grade students of the month, senior student of the month and PRIDE program (Providing Recognition of Individuals Defining Excellence) that emphasizes academic success, attendance, and behavior.
--	---

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL
------	---	-------

Level of Development or Implementation for this Indicator.	Full Implementation
--	---------------------

Evidence that this indicator has been fully and effectively implemented:	12/17/2013--Due to the shift to the Danielson teacher evaluation instrument, RFHS teachers now self-reflect in all the areas mentioned in the WiseWays: Teacher Expectation/Role Definition/Sense of Efficacy, Student Opportunity to Learn, Classroom Management and Organization, Curriculum Pacing, Active Teaching, Teaching to Mastery, and Creating a Supportive Learning Environment.
--	--

IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
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:	2/19/2014--Based on observation RFHS does not require teachers evaluated at Proficient/Excellent to submit individual professional development plans. However if the teacher is evaluated at Unsatisfactory or Needs Improvement then that teacher is required to complete a professional development plan to address deficiencies.	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) <b>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</b>	SP,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	To accommodate the need for staff development opportunities, each faculty member shall be engaged in 15 hours of training linked to district initiatives each school year. The scheduling of these staff development hours is the responsibility of the Staff Development Committee that is made up of both teachers and the administration. Staff development will center on school improvement needs as identified through assessments, classroom observations, and program evaluations; these research-based areas could include differentiation of instruction, motivating struggling students, reading and math strategies, and using data to drive instruction and make curricular improvements. In addition, quarterly assessments will be given in each course of study to help determine how well our <b>students are learning the power standards and quarterly instructional objectives. Following each assessment will be a ½ day of school improvement to evaluate the test data.</b> All department members will collaboratively look over the results of the assessments to determine areas of weakness and discuss ways to improve instruction and student performance in each course of study. Example: A focus team was developed to identify assets, barriers, and opportunities to improve the curriculum, instruction, and student achievement at Rock Falls High School. A consistent instructional framework was identified as a need and professional development to communicate the framework expectations to the entire staff was scheduled for December 22, 2010. Teacher evaluation and classroom walkthroughs will be used to identify the extent of implementation throughout the school year. 10/24/13--All of the above strategies are now standard practice for RFHS. RFHS is in its third year of using the instructional framework plan. Staff has adopted the peer-to-peer observation tool and the Charlotte Danielson teacher evaluation instrument is in its first year of implementation.	

IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
------	---	--

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	2/19/2014--RFHS has a well-developed mentor program for new teachers. There is a peer-to-peer observation program that pairs teachers from various departments to observe classroom teaching and make suggestions for improvement and reinforce best practices. The data gathered from the peer-to-peer program is relayed to administration. There are monthly collaboration days built into the school calendar for teachers to share their strengths with their colleagues.	

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	10/24/13--RFHS is working hard at developing standards-aligned units of instruction across the curriculum and for all grade levels. Every department (Instructional team) has determined concepts, principles and skills that are covered within each unit of instruction. They have identified the Illinois Power Learning Standard and Common Core State Standard that applies to the grade level and unit topic. Each department has developed objectives that are clearly aligned to the identified power learning standard, national standard and common core state standard (if applicable). All objectives within each unit of instruction have been placed in sequential order by the departments. Each department has determined the best objective descriptors for the units taught and ranked which elements in the units are required for mastery of the skills required for the unit. What remains for RFHS departments to create are pre-tests for each unit. That effort is currently ongoing and completion is anticipated by the end of the 2014 school year.		

IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)		
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	2/19/2014--RFHS has always required that classes and departments have standards-based quarterly objectives. The standards have recently changed (Common Core) but RFHS faculty have attended numerous professional conferences to learn the Common Core criteria and then began implementing the necessary changes to the established classes. RFHS has the mastery standard of students succeeding at 75% or better on quarterly assessments.
--	--

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		12/17/2013--During the 2013-14 school year the staff will receive professional development to create pre/posts to assess student mastery of standards-based objectives. This professional development will be provided by Whiteside/Lee/Ogle County ROE. After the professional development departments will create these assessments to be piloted during the 2014-15 school year. This topic has already been addressed with the faculty at the beginning of the 2013-14 school year.	

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		12/17/2013--During the 2013-14 school year the staff will receive professional development to create pre/posts to assess student mastery of standards-based objectives. This professional development will be provided by Whiteside/Lee/Ogle County ROE. After the professional development departments will create these assessments to be piloted during the 2014-15 school year. This topic has already been addressed with the faculty at the beginning of the 2013-14 school year. Post-tests have already been created with the full knowledge of the Instructional teams. Pre-tests are being created this current school year. Again, all the Instructional teams will be a part of the creative process.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	10/8/13: RFHS is in the process of aligning the English and Math departments to the common core standards. Other departments are waiting to see what develops in the CCSS for their subject area. Using teacher evaluation tools such as the Danielson model, RFHS teachers are being held responsible for having aligned activities that support the educational goals of each class.	

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)	SC,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--RFHS as a high school allows individual teachers to organize and maintain their teaching materials as their needs demand. Materials purchased for sharing amongst departments are housed in the Learning Resource Center which has a long established history of labeling everything.	

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--RFHS administers the Explore, PLAN, and ACT to all students. In every course students take quarterly assessments. Students take unit tests and embedded assessments. Benchmark testing occurs for learning disabled students to write IEP goals and determine the best placement.	

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--RFHS has contracted with Radiant Learning to provide timely results in user-friendly formats for teachers, parents and primary caregivers. This data is utilized by departments to plan instruction.	

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

Evidence that this indicator has been fully and effectively implemented:	10/8/13: RFHS has a contract with Skyward, a complete SIS, that is web-based and provides 24/7 access for parents/guardians, students, administration, and faculty to appropriate levels of student test scores, placement information, demographic information, attendance, behavior and other information.
--	--

<b>IID06</b>	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	10/8/13: RFHS currently has the basic foundations of the data gathering tools in place, but has not created a data-driven yearly learning goals for the entire school. The steps outlined in the wise way assigned to this indicator give much guidance and action to begin creating data driven yearly school goals. The effort to create these goals will be started this school year 2013-14.		

<b>IID07</b>	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	10/8/13: RFHS currently contracts with Radiant Learning to provide user-friendly data from standardized testing and does review results from local quarterly assessments. This information is presented at departmental chair meetings and also discussed with the faculty at large. State Report Card information is not currently discussed as much as the data from local assessments. The Principal will begin presenting the State Report Card information at department chair and faculty meetings.		

<b>IID08</b>	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)		SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	10/23/13--RFHS utilizes data from EXPLORE, PLAN, ACT, PSAE, Gates-MacGinitie and quarterly assessments. RFHS has contracted with Radiant Learning to process and organize the data from the standardized tests into user-friendly charts. 40 Developmental Assets survey was given to 9th grade students to determine their perceived social, behavioral and emotional levels. RFHS will begin utilizing the Radiant Learning data at the departmental level.	

<b>IID09</b>	Instructional Teams use student learning data to plan instruction. (1060)		SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--RFHS utilizes the data provided by quarterly assessments, the results of EXPLORE, PLAN, ACT provided by Radiant Learning and embedded assessments to plan instruction. Regular planning periods are provided by the district to facilitate this planning.		

<b>IIIA01</b>	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	10/8/13: Departments that are covered by the Common Core State Standards are actively engaged in making the shift from being aligned to the Illinois State Standards to the current CCSS. Departments that are not covered by Common Core State Standards are aligned to the Illinois State Standards. Each department has the documentation of the alignment.		

<b>IIIA02</b>	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)		SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--All RFHS teachers post lesson plans on the school website where administration, students and parents can see them. All RFHS teachers use quarterly objectives to guide the creation of those posted lesson plans. The quarterly objectives are aligned to the Common Core where applicable and to the state standards where Common Core Standards have not yet been developed.		

<b>IIIA06</b>	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	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:	10/24/13--RFHS departments (Instructional teams) are currently working on creating pre-tests for quarterly assessments. Teachers use a wide variety of assessments (paper/pencil, speaking, visual, and technology-based) to determine student understanding. The creation of unit level pre-tests is on the agenda but will not be done until after the pre-tests for quarterly assessments is completed by the end of the 2014 school year. Teachers enter grades for all assessments in an online grade book that is accessible by parents.	

III A07 (1069)	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.	SP, RTI, ELL, SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	10/24/13--RFHS has created a resource room designated for timely and highly effective additional assistance to students who are having problems or difficulties with any particular class assignment. There are also after school tutoring opportunities for students with no study halls. All teachers differentiate instruction and assignments as they determine the need exists. However, RFHS has not created unit level pre-tests yet.	

III A35	Students are engaged and on task. (1161)	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:	Current instructional practice strives to engage students in daily lessons, but there is a lack of consistency among lessons as to the level of student engagement. The RFHS leadership team has recently identified the need for a consistent instructional framework focusing on the beginning of the lesson, student engagement, student work/practice, and the ending of the lesson. The Rigor/Relevance/Relationship framework has been identified as the model of choice. 10/24/13--Professional development for the 2013-14 school year is focused on engaging the reluctant learner. Numerous strategies for keeping attention and learning engaged have already been shared. Teachers are routinely using the BEEP model for utilizing every instructional moment and keeping students engaged in active learning.
---	---

IIIB06	All teachers systematically report to primary caregivers the student’s mastery of specific standards-based objectives. (1097) <b>Title I Expectations:</b> The plan must articulate strategies to increase parental involvement.		SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	10/24/13 RFHS has a wide variety of communication tools that it utilizes. • Parent/Teacher/Student conferences. Traditionally students have been allowed to come to P/T conferences. In the future teachers will encourage all students to come with their parents/guardians to the conferences. • Report Cards. RFHS sends physical report cards home and parents/guardians can access grades 24/ via the online gradebook. • School newsletter. This avenue is being planned. It is expected to be digital as well as a physical mailing once a quarter. • “Good Job!” postcards. Packets of the postcards are available to teachers to send home acknowledging good behavior and/ grades. • Open door for Parent/Teacher Conferences. RFHS teachers are always open to meeting with concerned parents/guardians whenever a need arises and the parent/guardian calls to request a meeting. • Parent Bulletin Board. The school website and the local public cable access channel accomplish this avenue of communication. At the high school few parents walk into the school on a daily basis. • Home Links from the Classroom. Many RFHS teachers maintain a class website and all teachers post their lesson plans online via the school website. • Assignment Notebooks. All students at RFHS are given assignment notebooks. Grades 9 and 10 are required to carry them to all classes. All students need them for hall passes.		

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)		SP,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	10/24/13--Professional development for the 2013-14 school year is focused on engaging the reluctant learner. Numerous strategies for keeping attention and learning engaged have already been shared. Teachers are routinely using the BEEP model for utilizing every instructional moment and keeping students engaged in active learning. RFHS teachers use the following strategies: cold call, random calls, no 'opt out', HOTS (higher order thinking skills), wait time (thinking), Socratic reasoning, no blurting, limited hand raising, and limited choral responses.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	10/24/13--RFHS has a double-sided single sheet describing all aspects of student and parent/guardian behavior expectations, homework guidelines, guidelines for communication with the school, and encouragement to attend all school activities. This compact must be signed by students and parent/guardians. Parent education programs are being planned for the future.		

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	10/24/13--RFHS has a double-sided single sheet describing all aspects of student and parent/guardian behavior expectations, homework guidelines, guidelines for communication with the school, and encouragement to attend all school activities. This compact, distributed yearly at registration, must be signed by students and parent/guardians.		

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)		SP
Level of Development or Implementation for this Indicator.	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:	10/24/13--RFHS has 24/7 access to grades, behavior notices, via online gradebook on Skyward. Teachers have the expectation to communicate with parents/guardians via email and phone and/or 'Good Job!' postcards. There are orientation meetings for incoming freshmen. RFHS has social media outlets via Facebook and Twitter. Administration and teachers are available for phone calls, face-to-face meetings, and respond to emails. Each teacher and administrator have voice mail to capture parental/guardian messages when they are not able to take phone calls. Each semester two nights of parent-teacher conferences are scheduled to allow time for communication about student grades, behavior, or social issues. There is a Parent Partnership committee that meets three times a year. RFHS strives to make each parental/guardian encounter positive and supportive. While this goal is not always met, it is attempted with best intentions.
---	--

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	10/24/13--RFHS has a compact that clearly delineates expectations for parents/guardians. This is distributed yearly. RFHS also utilizes a 'call out' feature of our SIS (Skyward) to share with parents/guardians upcoming events that require their presence or action. The school website shares the news of upcoming events for students and parents. Digital and paper newsletters are being planned. Local cable access channel runs power point slides giving sport and academic information to the general public. An open house event that would allow parents/guardians to move from class to class enabling teachers to explain their curriculum is also being planned for the future.	

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	12/17/2013--The principal, as the primary teacher evaluator, and the participants in the peer to peer observation program work together to strengthen teachers in their discipline. Based on these observations, to move in a new direction and/or address a particular problem, professional development is determined with preference to using research-based practices.	

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	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:	12/17/2013--RFHS has limited access to student computers. Each teacher uses some form of technology in their classroom. The level of technology implementation varies according to the comfort level and technology availability to the teacher. The Learning Resource Center has a website where links to online resources supporting 21st century learning skills are located.	

Create Plan – District Vision and Direction

IA09	The superintendent and other central office staff will be 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	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 style="text-align: center;">Tasks</p> <p style="text-align: center;">There are no tasks created for this Objective</p>	

Create Plan – District and School Improvement Processes

IA01	The district will build partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1) <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.	SC,RT3
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. 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	

IA02	<p>The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. (2)  <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 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	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 December 22, 2015 [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>	

IA03	<p>The district will build partnerships with parent organizations in district and school improvement planning and will maintain 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	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.	
	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	
	There are no tasks created for this Objective	

IB03	For each restructuring school, the district will make 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		Partial Development/Implementation
1	Assigned to	Ron McCord
2	How it will look when fully implemented in the District:	Research-based practices and interventions will be implemented to address identified needs. Leadership teams composed of teachers, support staff, administration, and SSOS Coaches will meet regularly throughout the school year to collaboratively make decisions to improve student achievement. Four full-day Teachers' Institutes and two full-day Staff Development opportunities will be provided to address the identified needs from the four leadership teams. This will be an on-going continuous process of school improvement.
3	Date by which the description above will be a reality:	05/31/2013



4		Tasks							
1	Implement and monitor Achieve 3000 at the 9th grade level to improve literacy and better track improvement in individual lexile scores. Proctor Gates-McGinitie test to 9th, 10th, and 11th grade students to track lexile improvements.								
	Assigned to	9th grade success team	Start Date		End Date	05/31/2013	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	
2	Schedule regular leadership team meetings throughout the year to address 8th to 9th grade transition, literacy, instruction, and math.								
	Assigned to	Ronald McCord	Start Date		End Date	05/31/2013	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	Schedule professional development opportunities throughout the year.								
	Assigned to	Ronald McCord	Start Date		End Date	05/31/2013	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	Implement and monitor Study Island at the 11th grade level as an ACT prep tool and supplemental English and Math instructional tool.								
	Assigned to	Math and English Department Chairpersons	Start Date		End Date	05/31/2013	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	

IB05	For each restructuring school, the district will ensure that the restructuring plan reflects the resources available to ensure its success. (1136)								SR
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:		<ul style="list-style-type: none"> <li>We would like to collaborate with staff, parents, administration, and members of the Board of Education to determine the feasibility of adding instructional time.</li> <li>We want to implement additional job-embedded, common planning time for tenth grade teachers.</li> </ul>						
3	Date by which the description above will be a reality:		05/31/2014						
4	Tasks								
1	Begin discussion with a variety of stakeholders to explore the feasibility of adding instructional time.								
	Assigned to	Jane Eichman		Start Date		End Date	05/31/2012	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	0
2	Create a 9th to 10th grade transition team and give members job-embedded, common planning time for as many teachers as possible. Build the master schedule with common planning time in mind.								
	Assigned to	Ronald McCord		Start Date		End Date	05/31/2012	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	0

IB07	The district will ensure that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)								SR
Level of Development		Partial Development/Implementation							
1	Assigned to		Ron McCord						
2	How it will look when fully implemented in the District:		This is an on-going process of identifying needs based on local data and stakeholder input. As professional development needs arise, research-based programs/initiatives/practices will be investigated for future implementation. Documentation (evaluations, agendas, handouts, evidence of completion forms, etc.) of all professional development activities will be housed in the district office.						
3	Date by which the description above will be a reality:		05/31/2012						
4	Tasks								
1	Find research-based programs/initiatives/practices to address identified needs.								
	Assigned to	Ronald McCord		Start Date		End Date	05/31/2011	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	Implement research-based programs/initiatives/practices to improve student achievement.								
	Assigned to	Ronald McCord		Start Date		End Date	08/31/2011	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	Provide research-based professional development for district faculty/staff.								
	Assigned to	Ronald McCord		Start Date		End Date	05/31/2011	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
4	Identify the need for professional development through local data and stakeholder input. This information will be collected from the review of local and state assessments, and stakeholder surveys.								
	Assigned to	Ronald McCord		Start Date		End Date	05/31/2011	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

ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)							SS
Level of Development		Partial Development/Implementation						
1	Assigned to		Mike Berentes					
2	How it will look when fully implemented in the District:		In addition to the established Leadership and Instructional Teams, Rock Falls High School will implement a Parent Partnership Committee comprised of district personnel and community/parent representatives. The purpose of this committee will be to 1) Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2) Encourage involvement in their child's school and education. 3) Establish effective two-way communication between all families and the Board of Education and District personnel. 4) Seek input from parent(s)/guardian(s) on significant school-related issues. 5) Inform parent(s)/guardian(s) on how they can assist their children's learning. Parent Partnerships are a product of the Illinois Statewide Technical Assistance Center (ISTAC) model of integrated technical assistance for families and school districts. Each ISTAC project uses a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing self-assessment, data collection, and data analysis in support of data-based decision making.					
3	Date by which the description above will be a reality:		12/22/2012					
4	Tasks							
1	Schedule first Parent Partnership Committee meeting to discuss purpose, goals and objectives of committee.							
	Assigned to	Mike Berentes	Start Date		End Date	05/31/2011	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	Complete Parent Involvement Tool.							
	Assigned to	Mike Berentes	Start Date		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	0	0	0	0
<a href="#">Recruit school and parent representatives for the Parent Partnership Committee.</a>							
Assigned to	Mike Berentes	Start Date		End Date	01/30/2011	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="#">Bring Parent Partnership Committee together to begin assessment Parent Involvement Tool.</a>							
Assigned to	Mike Berentes	Start Date		End Date	12/22/2012	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

ID02	All teams will write statements of purpose and guidelines for their operation. (37)						
Level of Development	No development or Implementation						
1	Assigned to	Ron McCord					
2	How it will look when fully implemented in the District:	All committees (Administrative Team, Leadership Team, Instructional Team, and Parent Partnership Committee) will create written statements of purpose and develop by-laws for their operation. Each team/committee will utilize a standard format to be submitted to the principal.					
3	Date by which the description above will be a reality:	08/31/2011					
4	Tasks						
	<a href="#">A copy of all statements of purpose and by-laws will be available for review in the district office.</a>						
	Assigned to	Ronald McCord	Start Date		End Date	05/31/2011	Timeline
1	Budget & Funding Sources(\$)						

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
2 <a href="#">Administrative staff will compile sample statements of purpose and by-laws to share with committees.</a>							
Assigned to	Ronald McCord	Start Date		End Date	12/31/2010	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 <a href="#">Each committee will meet to develop statement of purpose and by-laws.</a>							
Assigned to	Ronald McCord	Start Date		End Date	05/31/2011	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

Create Plan – District Allocation of Resources for School Improvement

C114	The district will provide and maintain for schools the technology, training, and support needed for effective application of assistive technology. (2325)	
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	

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) <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	Ron McCord	
2	How it will look when fully implemented in the District:	RFHS will contract with Radiant Learning to provide integrated data reporting and analysis of the EXPLORE/PLAN/ACT. Test results will be provided to teachers, students, and parents. Radiant Learning provides professional development to teachers to analyse progress and reports that are generated.	
3	Date by which the description above will be a reality:	09/30/2012	
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 through December 22, 2015 [District Scope of Work Activities]

5

Tasks

Contract with Radiant Learning to provide gap analysis data and professional development to assist staff in understanding test scores and results to determine student interventions.

Assigned to	Ronald McCord	Start Date		End Date	08/14/2012	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

Require 8th and 9th grade students to take the EXPLORE, 10th grade students to take the PLAN, and 11th grade students to take the ACT in the fall of each year to provide baseline data to guide us in determining student interventions.

Assigned to	Ronald McCord	Start Date		End Date	05/31/2012	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

Training will be given to faculty regarding library databases and professional learning tools to assist them in finding and implementing best practices.

Assigned to	Kristine Schauff	Start Date		End Date	11/30/2012	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



IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)								SS,ELL
Level of Development		Partial Development/Implementation							
1	Assigned to			Ron McCord					
2	How it will look when fully implemented in the District:			Monitor the data as it is submitted by Radiant Learning through pre and post tests.					
3	Date by which the description above will be a reality:			05/30/2013					
4	Tasks								
1	Collect raw pre and post test data.								
	Assigned to	Ronald McCord		Start Date		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	0	0	0	0	
2	Disseminate results of user-friendly data to faculty and parents.								
	Assigned to	Ronald McCord		Start Date		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	0	0	0	0	
3	Meet to discuss the implications and usefulness of the data.								
	Assigned to	Ronald McCord		Start Date		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	0	0	0	0	
4	Ship data to Radiant Learning								
	Assigned to	Ronald McCord		Start Date		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	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								
	Train any new employees in the use of Skyward, Radiant Learning, Study Island, and Achieve3000. Train parents requesting assistance with access to Skyward.								
	Assigned to		Start Date	08/13/2013	End Date	05/30/2014	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

Create Plan – District Support for School Improvement and Student Achievement

D11	The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) <b>RT3 Expectations (when learning maps are available through ISLE):</b> The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3				
Level of Development	Partial Development/Implementation					
1	Assigned to					
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" data-bbox="145 718 2201 1157"> <tr> <td data-bbox="145 718 2201 782">Year 1 - Through June 30, 2012 [District Scope of Work Activities]</td> </tr> <tr> <td data-bbox="145 782 2201 845">Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</td> </tr> <tr> <td data-bbox="145 845 2201 909">Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</td> </tr> <tr> <td data-bbox="145 909 2201 973">Year 4 - July 1, 2014 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 June 30, 2014 [District Scope of Work Activities]	Year 4 - July 1, 2014 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 June 30, 2014 [District Scope of Work Activities]						
Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]						
5	Tasks There are no tasks created for this Objective					

D13	<p>The district will ensure that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development. (2329)</p> <p><b>RT3 Expectations:</b> The district's RtI implementation plan will ensure targeted interventions and differentiated supports aligned to the new State Standards (CCSS)</p>	RT3,RTI
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	<p style="text-align: center;">Tasks</p> <p style="text-align: center;">There are no tasks created for this Objective</p>	

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, DT1
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	<p>Tasks</p> <p>There are no tasks created for this Objective</p>	

IC01	The school will report and document its progress monthly to the superintendent, and the superintendent will report the school's progress to the school board. (28)		SP
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. (32) <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		Ron McCord
2	How it will look when fully implemented in the District:		A document that combines the curriculum guide, the power standards, and quarterly instructional objectives will be developed to provide a cohesive district curriculum guide aligned with the state standards. Reassessed and still considered complete
3	Date by which the description above will be a reality:		09/25/2012
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

Combine power standards and quarterly instructional objectives with the curriculum guide descriptions for each course.

Assigned to	Ronald McCord	Start Date		End Date	08/31/2011	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

1

Each department will review and revise all power standards and quarterly instructional objectives to ensure they are current.

Assigned to	Ronald McCord	Start Date		End Date	05/31/2011	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

Annually review and update course content and objectives.

Assigned to	Ronald McCord	Start Date		End Date	08/31/2011	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

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



Create Plan – Teacher and Leader Effectiveness and Supports

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

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
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.	0	0	0	0	0	0	0	0
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)	0	0	0	0	0	0	0	0
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)	0	0	0	0	0	0	0	0
IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	0	0	0	0	0	0	0	0
IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	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	0	0	0	0	0	0	0	0

	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).								
IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	0	0	0	0	0	0	0	0
ID01	A team structure for schools is officially incorporated into district policy. (36)	0	0	0	0	0	0	0	0
ID02	All teams have written statements of purpose and by-laws for their operation. (37)	0	0	0	0	0	0	0	0
ID06		0	0	0	0	0	0	0	0
ID08		0	0	0	0	0	0	0	0
IE06		0	0	0	0	0	0	0	0
IID06		0	0	0	0	0	0	0	0
IID07		0	0	0	0	0	0	0	0
IIIA35		0	0	0	0	0	0	0	0
IVA03		0	0	0	0	0	0	0	0
IVD03		0	0	0	0	0	0	0	0
	<b>Total</b>	0	0	0	0	0	0	0	0

Step 4 - Monitor Plan allows the team to monitor the progress of objective tasks. After the tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not fully implemented, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

Objectives shown in Blue have tasks that are not complete.

Objectives shown in Green have all the tasks completed and the Objective has been met.

Objectives shown in Red indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the objective to full implementation.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) <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	Ron McCord	3	3	100%	Objective Met - 03/19/2013

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	6	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	2
<p><b>Current level of development or implementation:</b> Rock Falls High School has developed Power Standards, Quarterly Instructional Objectives, and Common Quarterly Assessments for each course of study. These assessments were developed within each department by the teachers to improve instruction. The results are analyzed after each testing cycle by department data teams to identify strengths, weaknesses, and what needs to be done differently in regards to the curriculum and instruction at Rock Falls High School. The Scantron results of these assessments are formative, ongoing checks for individual student understanding and are included in the semester grading process. Parents have 24/7 access to all grades, discipline, attendance, and teacher contact information through our student data system (SkyWard) found on our school website. Rock Falls High School administers a Pretest for the EXPLORE, PLAN, and ACT annually in the fall to monitor individual student achievement and identify students that need remediation and additional assistance. All student scores are placed within an Excel spreadsheet and color coded based on the College Readiness Standards in English, reading, math, and science. The results are shared with the department data teams and students through their core subject area instructors. Rock Falls High School is in the process of contracting with Radiant Learning for the 2012-13 school year to provide disaggregated data and summary reports for the EPAS to individual teachers, and parents and students. These reports will be provided within two weeks of the testing cycle for both the pretest and posttest for the EXPLORE and PLAN. Professional development will be provided to the core academic teachers to help teachers understand the data in order to better prepare each student for the ACT. Rock Falls High School administers the Gates-MacGinitie Reading Assessment to all incoming 9th grade students during the fall of their 8th grade year. These Scantron results are used to place individual students in remedial English and reading courses. Students retake the Gates-MacGinitie in the fall of their 9th grade and 11th grade year to track progress in reading and vocabulary. The English department data team receives these results to identify students most in need of additional interventions. Over the past six years, technology has been added to every classroom at Rock Falls High School in the form of LCD projectors and computers. Wireless access has been added and eight computer labs are available to teachers throughout the building to align technology with curricular and teacher goals, and offer students opportunities to use these tools in their learning. An example of a recent technology addition is our math lab, which was added in December, 2011 to provide space for students to work through Study Island to enhance their math skills and ACT prep skills. In addition, twenty notebook computers were added this year to the media center to make technology more available on an individual student basis. Technology has been a district budget priority over the past six years and will be a continued focus in the future. 10/16/2012-Radiant Learning has been contracted and core curriculum teachers have been trained in how to understand the reports that are generated by Radiant Learning. This training covers individual and school-wide reports. Additionally 10 laptop computers have been added to the media center and a mobile lab of 30 have been added to the school. Educational technology including mobile/handheld devices such as Kindles, several interactive white boards, and 2 social media and multimedia tools have been purchased and are currently being beta tested in classrooms. Teachers who are testing the social media and multimedia tools will be reporting to the faculty regarding best practices.</p>					

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	09/30/2012
<b>How it will look when fully met:</b> RFHS will contract with Radiant Learning to provide integrated data reporting and analysis of the EXPLORE/PLAN/ACT. Test results will be provided to teachers, students, and parents. Radiant Learning provides professional development to teachers to analyse progress and reports that are generated.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Contract with Radiant Learning to provide gap analysis data and professional development to assist staff in understanding test scores and results to determine student interventions.	Ronald McCord	08/14/2012	09/30/2012
Comments:			
Require 8th and 9th grade students to take the EXPLORE, 10th grade students to take the PLAN, and 11th grade students to take the ACT in the fall of each year to provide baseline data to guide us in determining student interventions.	Ronald McCord	05/31/2012	05/31/2012
Comments: this task is complete			
Training will be given to faculty regarding library databases and professional learning tools to assist them in finding and implementing best practices.	Kristine Schauff	11/30/2012	11/14/2012
Comments: Kristine will provide the training for these various tools. Links for online tools on library website.			

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**03/19/2013 Radiant Learning provided summary reports for parents, students and teachers. The reports were easy to read and understand.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**03/19/2013 We will continue to work with Radiant Learning to provide summary reports for parents, students and teachers. See details of implementation below.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**RFHS will contract with Radiant Learning to provide integrated data reporting and analysis of the EXPLORE/PLAN/ACT. Test results will be provided to teachers, students, and parents. Radiant Learning provides professional development to teachers to analyse progress and reports that are generated. 03/19/2013 RFHS will contract with Radiant Learning to provide integrated data reporting and analysis of the EXPLORE/PLAN/ACT. Test results will be provided to teachers, students, and parents. Radiant Learning provides professional development to teachers to analyze progress and reports that are generated. 3/19/2013 - professional development was provided to teachers during Fall semester 2012. Practice ACT test results were delivered. When EXPLORE and PLAN test results come back from the state, Radiant Learning will provide a score report for parents, students and teachers. Following the practice ACT testing in April, Radiant Learning will provide score reports for parents, students and teachers.**



Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL	Ron McCord	4	4	100%	Objective Met - 05/15/2013

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	6	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	2	
<p><b>Current level of development or implementation:</b> Radiant Learning has been contracted to assist in producing user-friendly data in a timely fashion that can be shared with parents, teachers and administrators This is the first year of implementation and is currently focused on core subjects. This data will be used to identify the needs of individual students, weak areas of the curriculum or instruction or identifying areas of additional resource needs. 5/15/2013: Parents, students and teachers have 24/7 access to student records including attendance, discipline, grades, etc. is provided by Skyward. Practice ACT and practice PLAN scores have been provided to parents, students and faculty through Radiant Learning. 9/24/2013: RFHS will continue using Radiant Learning to provide user-friendly data for parents. RFHS will also use additional reports from Radiant Learning to provide student specific data teachers can use to create differentiated instruction lesson plans to better address individual student instructional needs.</p>						

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	05/30/2013
<b>How it will look when fully met:</b> Monitor the data as it is submitted by Radiant Learning through pre and post tests.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Collect raw pre and post test data.	Ronald McCord	05/30/2013	05/03/2013
<p>Comments: 3/19/2013-ACT practice data has been collected and sent to Radiant Learning. The resulting user-friendly reports were sent to parents, students and teachers. Fall EXPLORE and PLAN results have been shared with parents, students and teachers. In April juniors will take the ACT test, freshmen will take the practice PLAN and sophomores will take the practice ACT test. Freshman and sophomore test results will be sent to Radiant Learning and when reports are returned, they will be distributed to parents, students and teachers. ACT results, when available, will be shared with students, parents and teachers.</p>			
Disseminate results of user-friendly data to faculty and parents.	Ronald McCord	05/30/2013	05/06/2013
<p>Comments: 3/19/2013 - Practice ACT test results were disseminated to parents, students and teachers in the fall. Spring testing results will be disseminated as soon as they are available. EXPLORE and PLAN results were disseminated to students, parents and teachers.</p>			



Meet to discuss the implications and usefulness of the data.	Ronald McCord	05/30/2013	05/03/2013
--	---------------	------------	------------

Comments: 3/19/2013 - Radiant Learning summary reports for the fall 2012 practice ACT were shared with students, parents and teachers. These reports are user-friendly and easy to understand. Fall 2012 EXPLORE and PLAN test results were shared with students and staff. Use of data is an ongoing discussion amongst staff members. Test results are used to drive school improvement efforts. Individual and aggregate student progress from EXPLORE, PLAN and ACT is monitored each year.

Ship data to Radiant Learning	Ronald McCord	05/30/2013	11/16/2012
-------------------------------	---------------	------------	------------

Comments: 3/19/2013 - Fall 2012 practice ACT tests were sent to Radiant Learning. User-friendly results were returned. Spring 2013 tests will be sent to Radiant Learning. User-friendly results will be disseminated upon receipt.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**05/15/2013 Radiant Learning is an easy company to work with. They send back user friendly data in a very timely method that is available for students, parents and faculty.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**05/15/2013 Each year test scores will be sent to Radiant Learning and resulting data will be reviewed for school improvement efforts.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**Monitor the data as it is submitted by Radiant Learning through pre and post tests. 05/15/2013 Monitor the data as it is submitted by Radiant Learning through pre and post tests.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB03	For each restructuring school, the district will make 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	Ron McCord	4	4	100%	Objective Met - 03/19/2013

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	9	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	3
<p><b>Current level of development or implementation:</b> In the fall of 2010, Rock Falls High School Staff Development Committee reviewed local and state assessment data to determine professional development needs for the district. The committee is composed of both teachers and administration with the sole purpose of improving student achievement. In addition, a leadership team comprised of teachers, support staff, administration, and SSOS Coaches came together during a two day retreat in December to identify assets, barriers, and opportunities for improvement. From this two day retreat, staff development activities and goals were outlined for implementation. Four main areas were identified for improvement and leadership teams were organized to address the following; 8th to 9th grade transition, a common instructional framework, literacy, and math. These efforts are an attempt to engage in another form of major restructuring that makes fundamental reforms to improve student academic achievement that has substantial promise of enabling the school to make adequate yearly progress. These restructuring efforts are ongoing. The four leadership teams meet at a minimum every quarter to organize and implement research-based practices and interventions school-wide. Each leadership team conducts regular staff development to report progress and define practices, interventions, and next steps. 14Nov2012-RFHS has replaced the math team with a 10th Grade Success Team. This is due to the success of the 9th Grade Success Team, it was decided to implement the same initiatives at the 10th grade level. RFHS has implemented Achieve 3000 at the 9th grade level to improve literacy and better track improvement in lexile scores. Study Island has been implemented at the 11th grade level to aid in ACT prep and be a supplementary English and Math instructional tool. 12/17/2013-At the present time RFHS continues to be active in the above strategies and is implementing Common Core State Standards as those standards are being released. The Science department is utilizing the STEM curriculum.</p>					

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	05/31/2013
<p><b>How it will look when fully met:</b> Research-based practices and interventions will be implemented to address identified needs. Leadership teams composed of teachers, support staff, administration, and SSOS Coaches will meet regularly throughout the school year to collaboratively make decisions to improve student achievement. Four full-day Teachers' Institutes and two full-day Staff Development opportunities will be provided to address the identified needs from the four leadership teams. This will be an on-going continuous process of school improvement.</p>			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Implement and monitor Achieve 3000 at the 9th grade level to improve literacy and better track improvement in individual lexile scores. Proctor Gates-McGinitie test to 9th, 10th, and 11th grade students to track lexile improvements.	9th grade success team	05/31/2013	03/19/2013

Comments: Monitoring lexile scores is ongoing and continuous. Implementation of Achieve 3000 is done. Gates-McGinitie testing has been done.

Schedule regular leadership team meetings throughout the year to address 8th to 9th grade transition, literacy, instruction, and math.	Ronald McCord	05/31/2013	05/31/2012
--	---------------	------------	------------

Comments: SMART Goals are in place and process is underway to improve leadership team objectives. Implementation is underway. In addition, RFHS continued the 9th grade success initiatives into the 10th grade year.

Schedule professional development opportunities throughout the year.	Ronald McCord	05/31/2013	05/31/2012
--	---------------	------------	------------

Comments: Throughout the 2011-12 school year professional development was focused on instructional strategies, 9th grade and 10th grade success, literacy, and math. Instruction will continue to be the focus during the 2012-13 school year.

Implement and monitor Study Island at the 11th grade level as an ACT prep tool and supplemental English and Math instructional tool.	Math and English Department Chairpersons	05/31/2013	03/19/2013
--	--	------------	------------

Comments: Study Island has been used all year in English 3 classes for ACT prep. Study Island is currently in use as a math instructional tool second semester for struggling students.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/15/2012 School improvement is a process, not an event. All of our professional development is connected to our identified focus. We no longer offer one-time professional development opportunities that may not have a direct tie to school improvement .**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/15/2012 Professional development will continue to be focused on monitoring, accountability, and fidelity. 3/19/2013 Continued monitoring of Lexile scores will be an ongoing project in regards to Achieve 3000 results.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**Research-based practices and interventions will be implemented to address identified needs. Leadership teams composed of teachers, support staff, administration, and SSOS Coaches will meet regularly throughout the school year to collaboratively make decisions to improve student achievement. Four full-day Teachers' Institutes and two full-day Staff Development opportunities will be provided to address the identified needs from the four leadership teams. This will be an on-going continuous process of school improvement.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB05	For each restructuring school, the district will ensure that the restructuring plan reflects the resources available to ensure its success. (1136)	SR		2	2	100%	Objective Met - 06/15/2012

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	3	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	1	
<p><b>Current level of development or implementation:</b> Because RFHS is a single building high school district, the school has control over the entire budget. All funds are combined and directed in support of the school’s goals. When possible, staff members seek new funding sources from community organizations (e.g. scholarships, Character Education Program, partnership with Sauk Valley Community College, various departmental requests). All staff positions are focused on full-time instruction and areas that fall under the school’s academic goals and priorities. Formative and summative evaluations are designed to minimize staff turnover. School schedules are arranged to provide some job-embedded, common planning time and time for professional development especially at the ninth grade level. Staff development resources are ample and each staff member is provided a minimum of fifteen hours of staff development, which are tied to the school improvement plan each year. 14Nov2012-School schedules are arranged at the freshman and sophomore levels to allow 9th and 10th grade leadership teams common planning, student interventions, and professional development time. 12/17/2013-RFHS has contracted with the Whiteside-Lee-Ogle ROE to provide professional development in the following areas including but not limited to: content area literacy strategies, student learning outcomes, adapting teaching methods in preparation for 1 to 1 initiative, and assistance with common core implementation.</p>						

Step 3 - Plan Information

<b>Assigned To</b>		<b>Objective Target Date:</b>	05/31/2014
<p><b>How it will look when fully met:</b></p> <ul style="list-style-type: none"> <li>• We would like to collaborate with staff, parents, administration, and members of the Board of Education to determine the feasibility of adding instructional time.</li> <li>• We want to implement additional job-embedded, common planning time for tenth grade teachers.</li> </ul>			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Begin discussion with a variety of stakeholders to explore the feasibility of adding instructional time.	Jane Eichman	05/31/2012	05/31/2012
Comments: Negotiations begin this spring semester 2012. This possibility of additional instructional time should be addressed with the entire staff before then.			
Create a 9th to 10th grade transition team and give members job-embedded, common planning time for as many teachers as possible. Build the master schedule with common planning time in mind.	Ronald McCord	05/31/2012	05/31/2012
Comments: task complete			

## Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/15/2012 Additional instructional time was not added to the school calendar during the negotiations process, however, bell-to-bell instruction has improved and instructional time has increased.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/15/2012 Continual monitoring of instruction will take place through both formal and informal classroom observations, new teachers will be brought up to speed on the expectations, and the instructional framework will continue to take center stage. An instructional framework handbook is currently underway to define expectations and provide consistency of instruction across the curriculum.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**• We would like to collaborate with staff, parents, administration, and members of the Board of Education to determine the feasibility of adding instructional time. • We want to implement additional job-embedded, common planning time for tenth grade teachers.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB07	The district will ensure that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR	Ron McCord	4	4	100%	Objective Met - 06/16/2011

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	6	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	2

**Current level of development or implementation:** All research-based professional development is centered on school improvement needs as identified by district data. These research-based areas include instructional strategies, motivating struggling students, reading and math strategies, and using data to drive instruction and make curricular improvements. Examples of the research-based professional development include the following: 1. Our continuous cycle of school improvement ties directly to the research-based use of power standards, quarterly instructional objectives, and quarterly assessments. The power standards indicate what is most important to know and to be able to do for each course. These are based on the Illinois Common Core State Standards, Illinois State Learning Standards, and the College Readiness Standards. The quarterly instructional objectives are the daily lesson objectives used to tie the lessons to the power standards. The quarterly assessments are used to measure the proficiency level of students at the end of each quarter. 2. Our literacy initiatives tie directly to the research-based work of Gretchen Courtney and Associates. These research-based strategies involve the use of before, during, and after reading strategies and graphic organizers. These practices have been linked to positive effects on student achievement. 3. Our research-based professional development on student motivation is based on the work of Chick Moorman. His research is based on diagnosing the cause of motivational issues. Motivational issues are separated into three categories: Power Diagnosis (power struggle), Models (ability level, values, and ideals), and Connectedness (social/emotional). These motivational strategies help to dramatically decrease the number of students who choose to underachieve. 14Nov2012-Core Literacy Team developed SMART goals for Literacy Across the Curriculum focused on reading, writing, listening, and speaking skills that lead to the higher order thinking skills. Kelly Gallagher's research based reading strategies provided the basis for the goals.

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	05/31/2012
--------------------	------------	-------------------------------	------------

**How it will look when fully met:** This is an on-going process of identifying needs based on local data and stakeholder input. As professional development needs arise, research-based programs/initiatives/practices will be investigated for future implementation. Documentation (evaluations, agendas, handouts, evidence of completion forms, etc.) of all professional development activities will be housed in the district office.

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Find research-based programs/initiatives/practices to address identified needs.	Ronald McCord	05/31/2011	12/22/2010

Comments: Dr. Gary Fields was hired as a school improvement consultant this year to help identify research-based programs, initiatives, and practices to address the needs at Rock Falls High School.

Four leadership teams were organized to address 9th grade success, instruction, literacy, and math across the curriculum.

Implement research-based programs/initiatives/practices to improve student achievement.	Ronald McCord	08/31/2011	05/26/2011
Comments: Leadership teams have been organized to implement research-based initiatives and practices in the four areas of 9th grade success, instruction, literacy, and math across the curriculum. Each leadership team has met on multiple occasions throughout this school year and will continue to meet on a regular basis to identify priorities and create SMART goals for implementation. Much of the implementation is underway and/or scheduled to be implemented at the beginning of the 2011-12 school year.			
Provide research-based professional development for district faculty/staff.	Ronald McCord	05/31/2011	04/13/2011
Comments: Dr. Gary Fields presented research-based professional development this year in the areas of 9th grade success, literacy, instruction, and math across the curriculum. The professional development presented was based off of the Characteristics of High Performing Secondary Schools and the Rigor/Relevance/Relationship model.			
Identify the need for professional development through local data and stakeholder input. This information will be collected from the review of local and state assessments, and stakeholder surveys.	Ronald McCord	05/31/2011	05/27/2011
Comments: The Rock Falls High School Staff Development Committee reviewed local and state assessment data to determine professional development needs this year. The committee is composed of both teachers and administration with the sole purpose to improve student achievement. In addition, a leadership team comprised of teachers, support staff, administration, and RESPRO Coaches came together during a two day retreat to identify assets, barriers, and opportunities for improvement at Rock Falls High School. From this two day retreat, staff development activities and goals were outlined for implementation. Four main areas were identified for improvement and leadership teams were organized to address the following: 8th to 9th grade transition, a common instructional framework, literacy, and math across the curriculum.			

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/16/2011 Dr. Gary Fields was hired as a school improvement consultant this year to help identify research-based programs, initiatives, and practices to address the needs at Rock Falls High School. A leadership team comprised of teachers, support staff, administration, and RESPRO Coaches came together during a two day retreat to identify assets, barriers, and opportunities for improvement at Rock Falls High School. From this two day retreat, staff development activities and goals were outlined for implementation. Four main areas were identified for improvement and leadership teams were organized to address the following; 8th to 9th grade transition, a common instructional framework, literacy, and math across the curriculum. Staff members have bought into these initiatives in record numbers due to the collaborative nature of this year's work and the fact that this process has been teacher driven and lead.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/16/2011 This is an on-going continuous process of school improvement. As professional development needs arise, research-based programs/initiatives/practices will be investigated for future implementation. The most recent example of this is when eleven Rock Falls High School teachers and the principal attended the two day Coalition for Illinois High Schools Conference in June to hear Mike Schmoker speak about three essential school improvement needs: 1) a guaranteed curriculum, 2) authentic, college-prep literacy, and 3) effective lessons. Leadership teams will continue to meet on a regular basis throughout the year to collaboratively make decisions to improve student achievement at Rock Falls High School.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

---

**This is an on-going process of identifying needs based on local data and stakeholder input. As professional development needs arise, research-based programs/initiatives/practices will be investigated for future implementation. Documentation (evaluations, agendas, handouts, evidence of completion forms, etc.) of all professional development activities will be housed in the district office.**



Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) <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	Ron McCord	3	3	100%	Objective Met - 06/16/2011

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	6	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	3
<b>Current level of development or implementation:</b> Rock Falls High School currently has a curriculum guide, power standards, quarterly instructional objectives, and quarterly assessments. The curriculum guide indicates the grade level, credit value, length of the course, pre-requisites, and a general course description of the content for each course. The power standards indicate what is most important to know and to be able to do for each course. These are based on the Illinois Common Core State Standards, Illinois State Learning Standards, and the College Readiness Standards. The quarterly instructional objectives are the daily lesson objectives used to tie the lessons to the power standards. The quarterly assessments are used to measure the proficiency level of students at the end of each quarter. 9/24/2013: The following departments are transitioning to full Common Core State Standards implementation: English and Math. The Science department has begun aligning curriculum with STEM requirements.					

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	09/25/2012
<b>How it will look when fully met:</b> A document that combines the curriculum guide, the power standards, and quarterly instructional objectives will be developed to provide a cohesive district curriculum guide aligned with the state standards. Reassessed and still considered complete			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Combine power standards and quarterly instructional objectives with the curriculum guide descriptions for each course.	Ronald McCord	08/31/2011	07/31/2011
Comments: Now that the school year is over and all updates to the power standards and quarterly objectives have been made for the year, all power standards and instructional objectives can be added to the RFHS curriculum guide by our student services secretary. This will be completed by the end of July.			

Each department will review and revise all power standards and quarterly instructional objectives to ensure they are current.	Ronald McCord	05/31/2011	05/26/2011
---	---------------	------------	------------

Comments: This is a continuous process of curriculum improvement. Power standards and quarterly objectives are reviewed each quarter. This process takes place at the end of each quarter when department members meet to review quarterly assessment results to identify strengths, weaknesses, and what needs to be done differently next time.

Annually review and update course content and objectives.	Ronald McCord	08/31/2011	07/31/2011
---	---------------	------------	------------

Comments: This is a continuous process of curriculum improvement. Power standards and quarterly objectives are reviewed each quarter. This process takes place at the end of each quarter when department members meet to review quarterly assessment results to identify strengths, weaknesses, and what needs to be done differently next time. Changes to power standards and/or quarterly instructional objectives will be passed along to our student services secretary to be included in the curriculum guide each year.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/16/2011 Rock Falls High School has a well developed curriculum guide with course descriptions for each course of study. We also have developed over the past five years power standards, quarterly instructional objectives, and quarterly assessments for each course of study. Both documents are continuously updated each year based on need. The combination of these two documents will create a cohesive and comprehensive district curriculum guide aligned with state standards, which will define curricular expectations for each course of study.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/16/2011 Course descriptions, power standards, quarterly instructional objectives, and quarterly assessments are updated quarterly each year. This is an ongoing and continuous process.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**A document that combines the curriculum guide, the power standards, and quarterly instructional objectives will be developed to provide a cohesive district curriculum guide aligned with the state standards. Reassessed and still considered complete**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	SS	Mike Berentes	4	4	100%	Objective Met - 03/19/2013

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	4	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	2	
<p><b>Current level of development or implementation:</b> We currently have a well-established district leadership team consisting of the superintendent, principal, assistant principal, student services department chairmen, and athletic director. We have a well-established school leadership team consisting of the administrative team and all department chairmen from the following departments: business, social studies, English, science, foreign language, mathematics, physical education, music, family and consumer sciences, art, industrial arts, media center, guidance, drivers education, and special education. We have well-established instructional teams within each department. The administrative team meets weekly for 2 hours. The leadership team meets once a month for 1 hour. The instructional teams meet at a minimum every other month for 1 hour in addition to 4 half-day school improvement days. 4/16/2013: Four leadership teams (9th grade success team, 10th grade success team, literacy team, instructional framework team) have been established and all teachers serve on a team. The 9th and 10th grade success teams meet twice weekly. Literacy team meets monthly and the instructional framework team meets frequently. Our DIP/SIP is driven by input from the four teams. 9/24/2013: On the 4 half-day school improvement days built into the school schedule, each team reports out to the entire faculty on the findings, changes to function, and any additions or deletions of goals.</p>						

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	12/22/2012
<p><b>How it will look when fully met:</b> In addition to the established Leadership and Instructional Teams, Rock Falls High School will implement a Parent Partnership Committee comprised of district personnel and community/parent representatives. The purpose of this committee will be to 1) Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2) Encourage involvement in their child's school and education. 3) Establish effective two-way communication between all families and the Board of Education and District personnel. 4) Seek input from parent (s)/guardian(s) on significant school-related issues. 5) Inform parent(s)/guardian(s) on how they can assist their children's learning. Parent Partnerships are a product of the Illinois Statewide Technical Assistance Center (ISTAC) model of integrated technical assistance for families and school districts. Each ISTAC project uses a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing self-assessment, data collection, and data analysis in support of data-based decision making.</p>			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Schedule first Parent Partnership Committee meeting to discuss purpose, goals and objectives of committee.	Mike Berentes	05/31/2011	05/31/2012
Comments: Parents have been invited to be a part of this Parent Involvement Committee. Meeting dates are currently being arranged. The first item of business is to complete the ISBE Parent			

Involvement Tool. Background documents for this first meeting have been gathered.			
Complete Parent Involvement Tool.	Mike Berentes	05/30/2013	01/23/2013
Comments: 3/19/2013 - Parent Involvement Analysis has been completed.			
Recruit school and parent representatives for the Parent Partnership Committee.	Mike Berentes	01/30/2011	05/31/2012
Comments: task complete			
Bring Parent Partnership Committee together to begin assessment Parent Involvement Tool.	Mike Berentes	12/22/2012	01/23/2013
Comments: Gather and reorganize parent involvement committee to begin work on parent involvement tool. 3/19/2013 - task completed now.			

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**03/19/2013 3/19/2013 - Leadership team meetings are an essential component to School Improvement. A collaborative team approach to decision making has been adopted. The parent partnership committee was the final leadership/team to be formed.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**03/19/2013 3/19/2013 - Regular leadership team meetings will be scheduled each year. These meetings are necessary to collaborate and gather input from all stakeholders.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**In addition to the established Leadership and Instructional Teams, Rock Falls High School will implement a Parent Partnership Committee comprised of district personnel and community/parent representatives. The purpose of this committee will be to 1) Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2) Encourage involvement in their child's school and education. 3) Establish effective two-way communication between all families and the Board of Education and District personnel. 4) Seek input from parent(s)/guardian(s) on significant school-related issues. 5) Inform parent(s)/guardian(s) on how they can assist their children's learning. Parent Partnerships are a product of the Illinois Statewide Technical Assistance Center (ISTAC) model of integrated technical assistance for families and school districts. Each ISTAC project uses a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing self-assessment, data collection, and data analysis in support of data-based decision making. 03/19/2013 In addition to the established Leadership and Instructional Teams, Rock Falls High School will implement a Parent Partnership Committee comprised of district personnel and community/parent representatives. The purpose of this committee will be to 1) Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2) Encourage involvement in their child's school and education. 3) Establish effective two-way communication between all families and the Board of Education and District personnel. 4) Seek input from parent(s)/guardian(s) on significant school-related issues. 5) Inform parent(s)/guardian(s) on how they can assist their children's learning. Parent Partnerships are a product of the Illinois Statewide Technical Assistance Center (ISTAC) model of integrated technical assistance for families and school districts. Each ISTAC project uses a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing self-assessment, data collection, and data analysis in support of data-based decision making. 3/19/2013 - Parent partnership committee has been established. The parent involvement tool has been completed as a first task for this committee.**



Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
ID02	All teams will write statements of purpose and guidelines for their operation. (37)		Ron McCord	3	1	33.33%	

Step 2 - Assessment Information

<b>Level of Development</b>	No development/Implementation						
<b>Index:</b>	3	<b>Priority Score:</b>	1	<b>Opportunity Score:</b>	3		
<p><b>Current level of development or implementation:</b> Currently, a limited number of committees at Rock Falls Township High School District #301 have written statements of purpose or by-laws for their operation. 1/10/2013-teams continue to function. Given the size of the school district, statements of purpose and by-laws for faculty leadership committees are not deemed essential, however each team has created SMART goals that function as statements of purpose and are shared with the full faculty.</p>							

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	08/31/2011
<p><b>How it will look when fully met:</b> All committees (Administrative Team, Leadership Team, Instructional Team, and Parent Partnership Committee) will create written statements of purpose and develop by-laws for their operation. Each team/committee will utilize a standard format to be submitted to the principal.</p>			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
A copy of all statements of purpose and by-laws will be available for review in the district office.	Ronald McCord	05/31/2011	
<p>Comments: When statements of purpose and by-laws are complete, all documents will be maintained in the district office. 3/19/2013 - SMART goals have been established for leadership teams (Literacy, Instructional Framework, 9th and 10th Grade Success Teams). These goals are regularly monitored and updated.</p>			
Administrative staff will compile sample statements of purpose and by-laws to share with committees.	Ronald McCord	12/31/2010	12/22/2010
<p>Comments: Sample statements of purpose and by-laws were compiled.</p>			
Each committee will meet to develop statement of purpose and by-laws.	Ronald McCord	05/31/2011	
<p>Comments: This task is currently underway during the 2011-12 school year. This is an ongoing process. 3/19/2013 - Each leadership committee team (Literacy, Instructional Framework, 9th and 10th Grade Success Teams) has established SMART goals that continue to be monitored and updated.</p>			
<p>Status of Objective</p>			
<p>The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as</p>			

needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.

**All committees (Administrative Team, Leadership Team, Instructional Team, and Parent Partnership Committee) will create written statements of purpose and develop by-laws for their operation. Each team/committee will utilize a standard format to be submitted to the principal.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IDO6	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Ron McCord	2	2	100%	Objective Met - 06/16/2011

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	3	<b>Priority Score:</b>	1	<b>Opportunity Score:</b>	3	
<p><b>Current level of development or implementation:</b> The Principal currently collects all meeting agendas and supporting documents for all department chair meetings, faculty meetings, in-service training, and professional development. Documents such as the school’s policies and procedures, master schedule, programs, and improvement plans are maintained in the main office. The AdvancED (NCA &amp; CASI) Accreditation and School Improvement Peer Review results are maintained in the main office. All classroom observation data are secured in personnel files in the main office. Data regarding teacher, parent, and student perceptions/feedback are maintained in the main office. 9/24/2013: The principal continues to collect and maintain all the data and files mentioned above. At present all files are kept indefinitely.</p>						

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	08/31/2011
<b>How it will look when fully met:</b> All committee and team meeting agendas, work products, and minutes will be collected and maintained by the Principal.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Principal will communicate the requirements of indicator IDO6 to all committee/team chairpersons requesting agendas, work products, and minutes of all committee/team meetings.	Ron McCord	01/03/2011	05/26/2011
Comments: Throughout the year, the principal communicated the need for all committees and teams to create agendas and minutes for each meeting. This has been accomplished and meeting agendas and minutes are now filed in the main office.			
Principal will begin collecting agendas, work products, and minutes of all committee/team meetings.	Ron McCord	01/03/2011	05/26/2011
Comments: This is an ongoing process that will continue next year.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as			



needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/16/2011 The principal communicated the expectations of indicator ID06 to all faculty and committee members throughout the school year. All meeting agendas and minutes are now filed in the main office.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/16/2011 This is a continuous process. An office secretary will collect agendas and minutes from each committee meeting throughout the school year.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**All committee and team meeting agendas, work products, and minutes will be collected and maintained by the Principal.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Mike Berentes	1	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	1	<b>Priority Score:</b>	1	<b>Opportunity Score:</b>	1
<b>Current level of development or implementation:</b> 10/8/13: RFHS is a single building district so the Superintendent leads the Administrative Team. The Principal leads the monthly Department Chair meetings that last approximately 45 minutes to an hour. Bimonthly each department chair then disseminates the information to faculty within the department. These departmental meetings last approximately an hour. The Principal will be assigned the task of exploring the feasibility of creating an additional departmental meeting.					

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	07/01/2014
<b>How it will look when fully met:</b> RFHS teacher contract will be altered to include an additional department chair meeting so that the full requirements of the indicator may be met. Schedules of the department heads will also have to be examined for opportunities to fit an additional meeting.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Principal will contact the RFHS teacher union negotiating team to see if an additional hour long meeting can be added to the new contract. He will examine department chair schedules and school schedule to determine the time for an additional meeting.	Mike Berentes	07/01/2014	
Comments:			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			

3. Please provide evidence that this Objective has been fully and effectively implemented.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Mike Berentes	2	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	6	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	3
<b>Current level of development or implementation:</b> 10/16/2013-The principal keeps the mission and vision of the school posted in each classroom in the school and on the website. The principal and assistant principal build relationships with faculty and staff through frequent committee meetings, staff picnics and other social events. The principal and assistant principal build relationships with parents through the Parent Partnership, by being present at school events, and increasing the number of communications with parents. The principal and assistant principal collect and utilize data regarding student achievements to implement data driven decisions with stakeholders.					

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	12/31/2013
<b>How it will look when fully met:</b> The website will have the mission and vision statements easily viewed on the same page. The website will have the current Plan-On-A-Page posted.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Mike instruct SOCS manager Matt to remove the vision statement from the Plan-On-A-Page page to the same location as mission statement	Matt Naftzger	10/31/2013	
Comments:			
Plan-On-A-Page needs to be updated.	Ron McCord	12/31/2013	
Comments:			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			

---

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Mike Berentes	1	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	4	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	2	
<b>Current level of development or implementation:</b> 10/8/13: RFHS currently has the basic foundations of the data gathering tools in place, but has not created a data-driven yearly learning goals for the entire school. The steps outlined in the wise way assigned to this indicator give much guidance and action to begin creating data driven yearly school goals. The effort to create these goals will be started this school year 2013-14.						

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	08/01/2014
<b>How it will look when fully met:</b> RFHS will have concrete yearly learning goals set by the Administrative and Leadership teams that are based on student learning data.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
The referenced teams will meet and begin unpacking the wiseway indicator. They will create the first set of yearly learning goals for RFHS school 2014-15.	Mike Berentes	08/01/2014	
Comments:			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			

---

3. Please provide evidence that this Objective has been fully and effectively implemented.

---

---

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Mike Berentes	1	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation				
<b>Index:</b>	4	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	2
<b>Current level of development or implementation:</b> 10/8/13: RFHS currently contracts with Radiant Learning to provide user-friendly data from standardized testing and does review results from local quarterly assessments. This information is presented at departmental chair meetings and also discussed with the faculty at large. State Report Card information is not currently discussed as much as the data from local assessments. The Principal will begin presenting the State Report Card information at department chair and faculty meetings.					

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	05/30/2014
<b>How it will look when fully met:</b> The Principal will routinely check and gather data regarding the school from the State Report Card and report this information back to department chair and faculty meetings.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Mike will access the State Report Card and report out the data found there on the school's assessments.	Mike Berentes	05/30/2014	
Comments:			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			



---

3. Please provide evidence that this Objective has been fully and effectively implemented.

---

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IIIA35	Students will be engaged and on task. (1161)	SP	Ron McCord	4	4	100%	Objective Met - 06/16/2011

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	6	<b>Priority Score:</b>	3	<b>Opportunity Score:</b>	2	
<p><b>Current level of development or implementation:</b> Current instructional practice strives to engage students in daily lessons, but there is a lack of consistency among lessons as to the level of student engagement. The RFHS leadership team has recently identified the need for a consistent instructional framework focusing on the beginning of the lesson, student engagement, student work/practice, and the ending of the lesson. The Rigor/Relevance/Relationship framework has been identified as the model of choice. 10/24/13--Professional development for the 2013-14 school year is focused on engaging the reluctant learner. Numerous strategies for keeping attention and learning engaged have already been shared. Teachers are routinely using the BEEP model for utilizing every instructional moment and keeping students engaged in active learning.</p>						

Step 3 - Plan Information

<b>Assigned To</b>	Ron McCord	<b>Objective Target Date:</b>	05/31/2011
<p><b>How it will look when fully met:</b> All lessons will be developed based on the Rigor/Relevance/Relationship model emphasizing the level of higher-order thinking skills and relevance to real-world application. The student/teacher relationship is of the utmost importance where all students are known, valued, and inspired. The beginning of lessons will introduce the lesson objective, “hook” the students into the lesson through a strong anticipatory set, and check for student understanding. Students will be actively engaged in higher-order activities and discussions throughout the lesson, and the end of the lesson will involve a well planned check for understanding.</p>			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
The focus team will introduce and model the Rigor/Relevance/Relationship framework during the December Teachers Institute on December 22, 2010. The focus will be on the beginning, student engagement, student practice, and the ending of the lesson.	Deena Thatcher	12/22/2010	12/22/2010
Comments: This task was completed on December 22, 2010.			
Dr. Gary Fields, school improvement consultant, will be present to provide staff development for the implementation of the instructional framework on December 22 as well.	Ron McCord	12/22/2010	12/22/2010
Comments: This task was completed on December 22, 2010.			
A focus team will meet to develop a plan to communicate the need for a consistent instructional framework for all lesson plans	Deena Thatcher	12/22/2010	12/03/2010
Comments: On December 2 and 3, a leadership team met for a two day retreat to discuss school improvement needs. A common instructional framework was identified as a goal to improve student			

achievement. The research-based instructional framework to improve rigor, relevance, and relationships was the model of choice. Beginnings, endings, student engagement, and practice are the four areas of focus.

Teacher lessons will be monitored by the administration through the evaluation process and walkthrough visits to insure the implementation of the consistent instructional framework. Teachers will receive feedback on each observation indicating the evidence of implementation.	Ron McCord	05/31/2011	05/26/2011
---	------------	------------	------------

Comments: The administration, Dr. Gary Fields, and our RESPRO Coaches have conducted walkthrough observations to monitor the implementation of the common instructional framework. Peer-to-peer classroom observations were also completed by several staff members.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

**6/16/2011 On December 2 and 3, a leadership team met for a two day retreat to discuss school improvement needs. A common instructional framework was identified as a goal to improve student achievement. The research-based instructional framework to improve rigor, relevance, and relationships was the model of choice. Beginnings, endings, student engagement, and practice are the four areas of focus. This framework was communicated to the entire staff at the December 22, 2010 teachers' institute with the help of Dr. Gary Fields. Student engagement, interaction, and checking for understanding with a focus on the higher levels of Bloom's Taxonomy throughout each lesson are major areas of concentration.**

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

**6/16/2011 This is a continuous process of improved lesson planning. Additional staff development will be planned to better educate all staff members on key components of a quality lesson. The formal evaluation process, walkthrough observations, and additional peer-to-peer observations will also focus on the implementation of student engagement activities.**

3. Please provide evidence that this Objective has been fully and effectively implemented.

**All lessons will be developed based on the Rigor/Relevance/Relationship model emphasizing the level of higher-order thinking skills and relevance to real-world application. The student/teacher relationship is of the utmost importance where all students are known, valued, and inspired. The beginning of lessons will introduce the lesson objective, "hook" the students into the lesson through a strong anticipatory set, and check for student understanding. Students will be actively engaged in higher-order activities and discussions throughout the lesson, and the end of the lesson will involve a well planned check for understanding.**

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Kristine Schauff	3	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	4	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	2	
<b>Current level of development or implementation:</b> 10/24/13--RFHS has a double-sided single sheet describing all aspects of student and parent/guardian behavior expectations, homework guidelines, guidelines for communication with the school, and encouragement to attend all school activities. This compact must be signed by students and parent/guardians. Parent education programs are being planned for the future.						

Step 3 - Plan Information

<b>Assigned To</b>	Kristine Schauff	<b>Objective Target Date:</b>	05/30/2014
<b>How it will look when fully met:</b> The school library will be the place of instruction for parent education programs. The library will have scheduled hours beyond the traditional school day for the express purpose of allowing parents to both learn how to use the technology the school needs them to learn and to access said technology on a regular basis to stay current with student behavior, school activities, etc.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Consult union representative regarding any contractual issues regarding keeping the library open with the media specialist present.	Kristine Schauff	01/15/2014	
Comments:			
Consult with Student Services regarding which technology/software parents need to master.	Kristine Schauff	02/28/2014	
Comments:			
Construct a schedule for the expanded hours and publicize them via Cable Access Channel, website, newsletter, call outs from Skyward.	Kristine Schauff		
Comments:			
Status of Objective			

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Mike Berentes	6	0	0%	

Step 2 - Assessment Information

<b>Level of Development</b>	Partial Development/Implementation					
<b>Index:</b>	2	<b>Priority Score:</b>	2	<b>Opportunity Score:</b>	1	
<b>Current level of development or implementation:</b> 10/24/13--RFHS has a compact that clearly delineates expectations for parents/guardians. This is distributed yearly. RFHS also utilizes a 'call out' feature of our SIS (Skyward) to share with parents/guardians upcoming events that require their presence or action. The school website shares the news of upcoming events for students and parents. Digital and paper newsletters are being planned. Local cable access channel runs power point slides giving sport and academic information to the general public. An open house event that would allow parents/guardians to move from class to class enabling teachers to explain their curriculum is also being planned for the future.						

Step 3 - Plan Information

<b>Assigned To</b>	Mike Berentes	<b>Objective Target Date:</b>	05/30/2014
<b>How it will look when fully met:</b> RFHS will successfully host an annual Open House where parents move from class to class following their student's schedule allowing teachers to communicate the curriculum and expectations of the student to the parents. A newsletter (digital and paper) will be regularly released. The digital version to the general public via the website and the paper version sent specifically to parents.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Investigate the contractual requirements for having faculty present for an open house	Mike Berentes		
Comments:			
Communicating with the administrative team, develop a time and schedule for the Open House with goal(s) delineated.	Mike Berentes		
Comments:			
Publicize the Open House via Cable Public Access channel, website, newsletter, call outs on Skyward, etc.	Mike Berentes		
Comments:			
Discuss with SOCS manager putting a "Newsletter" button on the front page of the school website--in a prominent position. An	Mike Berentes		

archive of older newsletter should be available.			
Comments:			
Create a template for the digital and print editions of a principal's newsletter. Determine frequency for both versions.	Mike Berentes		
Comments:			
Create a paper and digital principal's newsletter.	Mike Berentes		
Comments:			

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.