



School Data - Contact Information

District Information

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| District Name: | GENEVA CUSD 304 | District Address: | 227 N 4TH ST |
| City/State/Zip: | GENEVA, IL, 60134 1307 | RCDT Number: | 310453040260000 |
| Superintendent: | Dr Kent D Mutchler | Superintendent Email*: | kmutchler@geneva304.org |
| District Phone: | 630463-3000 Ext: | District Fax: | |

School Information

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| Name: | GENEVA COMMUNITY HIGH SCHOOL | Address: | 416 MCKINLEY AVE |
| City/State/Zip: | GENEVA, IL, 60134 1200 | RCDTS: | 310453040260001 |
| Principal: | Thomas Rogers | Principal Email*: | trogers@geneva304.org |
| Phone: | 630463-3800 Ext: | Fax: | |

Please enter your school Process Manager , and Capacity Builder(s) contact information .

| Name | Role | Phone | Email | Position |
|-------------------|----------------------------------|-------------|------------------------|-------------------|
| Thomas Rogers | Principal | 630463-3800 | trogers@geneva304.org | Principal |
| Lisa Stone | School Process Manager | 6304633800 | lstone@geneva304.org | Paraprofessional |
| Patty O'Neil | School-Assigned Capacity Builder | 6304633040 | poneil@geneva304.org | District Staff |
| Doug Drexler | School Improvement Team Member | 6304633806 | ddrexler@geneva304.org | Principal-Teacher |
| Scott McPeak | School Improvement Team Member | 6304633800 | smcpeak@geneva304.org | Principal-Teacher |
| Colleen Moran | School Improvement Team Member | 6304633800 | cmoran@geneva304.org | Teacher |
| Mary Jane Johnson | School Improvement Team Member | 6304633800 | mjohnson@geneva304.org | Teacher |
| Mike Kelly | School Improvement Team Member | 6304633800 | mkelly@geneva304.org | Other |
| Reed Allison | School Improvement Team Member | 6304633800 | rallison@geneva304.org | Other |

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|----------------|--------------------------------|------------|--------------------------|---------|
| Susan Shrader | School Improvement Team Member | 6304633800 | sshrader@geneva304.org | Other |
| Julie Williams | School Improvement Team Member | 6304633800 | jwilliams@geneva304.org | Teacher |
| Eric Hatczel | School Improvement Team Member | 6304633800 | ehatzcel@geneva304.org | Teacher |
| Nancy Rizzo | School Improvement Team Member | 6304633800 | nrizzo@geneva304.org | Teacher |
| Sue Khalaieff | School Improvement Team Member | 6304633800 | skhalaieff@geneva304.org | Teacher |
| Kevin Gannon | School Improvement Team Member | 6304633800 | kgannon@geneva304.org | Teacher |
| Jim Kafer | School Improvement Team Member | 6304633800 | jkafer@geneva304.org | Other |
| Dave Carli | School Improvement Team Member | 6304633800 | dmcarli@geneva304.org | Teacher |
| John Thomas | School Improvement Team Member | 6304633800 | jpthomas@geneva304.org | Teacher |

Data & Analysis - Report Card Analysis



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



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

District Data – Local Assessments



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

Geneva Community High School has two subgroups, "white" and "students with disabilities." The "white" group is a broad group of students encompassing 88.8% of our student population, while the "students with disabilities" group makes up 11.1% of our enrollment. Our School Report Card data indicates that students in our "white" subgroup are meeting AYP in the areas of reading and mathematics. The students in our "students with disabilities" subgroup are not meeting AYP in reading or mathematics.



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 school.

Historically, our students have performed quite well in many areas and have shown significant growth. In 2007, 72.9% of students met or exceeded standards in reading. In 2012, 80.9% of students met or exceeded standards in reading. In the area of math in 2007, 71.3% of students met or exceeded standards. In 2012, 82.0% of students met or exceeded standards in mathematics.

The AYP report for our school indicates that "students with disabilities" are deficient in Reading Meets and Exceeds. It also indicates that "students with disabilities" are deficient in mathematics Meets and Exceeds. These students have disabilities, but they work extremely hard and want to succeed. Their teachers also work diligently to help them achieve to the best of their ability on a daily basis.

Our attendance rate continues to be a strength. Since 2009, our attendance rate has been greater than 95%, which exceeds the State AYP minimum target of 91%. Additionally, our graduation rate is very strong, exceeding 97%, which is greater than the State AYP minimum target of 82%.

Assess Indicators – Leadership

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| ID01 | A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) | | SS,SD |
| Level of Development or Implementation for this Indicator. | Full Implementation | | |
| Evidence that this indicator has been fully and effectively implemented: | Geneva High School utilizes a variety of team structures in both school improvement processes and school governance. A Building Leadership Team comprised of building administrators and chairs from all departments meets regularly throughout the school year. A School Improvement Team compliments the Building Leadership Team and is open to all certified staff members. Departmental teams and course-alike teams exist to assist in the implementation of school improvement initiatives. Finally, a parent-teacher organization and multiple booster groups exist that serve in an support/advisory capacity with our school improvement activities. | | |

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| ID06 | The principal maintains a file of the agendas, work products, and minutes of all teams. (1017) | | SS |
| Level of Development or Implementation for this Indicator. | Full Implementation | | |
| Evidence that this indicator has been fully and effectively implemented: | Documents are currently maintained for a wide variety of items, including: Agendas and minutes from Building Leadership Team Problem Solving Team meetings Classroom observations Surveys of students, parents, and faculty Evaluations of parent meetings and school events Additionally, policies, procedures, schedule, improvement plans are well documented in multiple locations. | | |

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| 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) | | SS |
| Level of Development or Implementation for this Indicator. | Full Implementation | | |

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| Evidence that this indicator has been fully and effectively implemented: | The Building Leadership Team meets twice a month for more than one hour. BLT is comprised of administrators, teachers, department chairs, counseling, and technology. The Building Leadership Team utilizes agendas and maintains minutes. |
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| ID08 | The Leadership Team serves as a conduit of communication to the faculty and staff. (1019) | | SS |
| Level of Development or Implementation for this Indicator. | Full Implementation | | |
| Evidence that this indicator has been fully and effectively implemented: | BLT agendas and minutes are shared with all staff. In addition to after school faculty meetings, period-by-period faculty meetings are also held to offer another alternative to broadcast information and receive feedback on a number of topics. Email efficient way to communicate quickly with department colleagues. | | |

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| ID10 | The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) | | SS |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | |
| Index: | 3 | (Priority Score x Opportunity Score) | |
| Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) | |
| Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) | |
| Current level of development or implementation: | | Although the Building Leadership Team does examine school performance data, this is not done with regular frequency. A newly adopted data warehouse system will assist the Building Leadership Team, academic departments, course-alike teams, and individual teachers in more regularly using school performance data. Moving towards a model of Professional Learning Communities would further facilitate the conditions for more regular use of school performance data in all structured teams at Geneva High School. | |

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| 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: | 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: | Although departments are engaged in substantive work to improve student learning, the infrastructure does not currently exist to provide the recommended 4-6 hours of meeting time per month. School improvement work has been prioritized and more time devoted to it; there is currently more time being devoted to course-based improvements than at any time in the past and common planning periods have already been maximized for this purpose. Despite this, the implementation of instructional teams as described in this indicator is insufficient to meet the objectives of this indicator. The strong desire exists among staff, however, to make this approach systemic. | |

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| IE06 | The principal keeps a focus on instructional improvement and student learning outcomes. (1027) | | SP,SD |
| Level of Development or Implementation for this Indicator. | Full Implementation | | |
| Evidence that this indicator has been fully and effectively implemented: | The principal is effective in sharing and distributing leadership among building administrators, department chairs, teachers, support staff, and students, and parents. | | |

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| 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:

The principal works very closely with the department chairs of all departments to ensure that there is coordination on curriculum and assessment.

Assess Indicators – Professional Development

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| 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) | | SP |
| Level of Development or Implementation for this Indicator. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | The newly implemented evaluation system, which is based on indicators of effective teaching, will provide data to help guide professional development needs for the building. | |

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| 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: | 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: | | Although there are opportunities for teachers to share their strengths with others, these opportunities are not imbedded into the infrastructure of the organization and do not occur with the needed frequency. Research has been done by faculty and staff that would help to create and maintain this infrastructure at GHS. | |

Assess Indicators – Aligned Instruction-Curriculum

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| 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: | 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: | | There are some components of this indicator currently in place. While an organized curriculum does exist, there is not a systemic team approach to refining and improving upon what is currently in place. A couple of instructional teams have been implemented by utilizing common preparation periods when possible, but this approach is limited by the constraints of the master schedule. | |

Assess Indicators – Instruction

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| IIC01 | Units of instruction include specific learning activities aligned to objectives. (1083) | | SC,SS |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | |
| Index: | 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: | | A Curriculum Framework exists for nearly all courses at Geneva High School that identifies the major themes and objectives of the course. Additionally, nearly all courses are aligned to state and professional standards. The move to Common Core Standards in some academic disciplines will necessitate revisiting these frameworks to ensure alignment and to guide revisions/refinements. All departments are in various stages of developing and implementing common assessments, and will be continuing their work on this. The hopeful adoption of the Professional Learning Communities model will assist in this work by providing time and focus to these vital tasks. | |

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| IIIA01 | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063) | | SC,SS |
| Level of Development or Implementation for this Indicator. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | A Curriculum Framework exists for courses at Geneva High School that identifies the major themes and objectives of the course. Additionally, all courses are aligned to state and professional standards. The move to Common Core Standards in some academic disciplines will necessitate revisiting these frameworks to ensure alignment and to guide revisions/refinements. All departments are continuing their development and implementation of common assessments. | |

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| IIIA06 | 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: | 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: | Teachers utilize a variety of assessment methods and keep records of results. Although these records exist and students benefit from them, a solid infrastructure does not exist for staff members to effectively pool and use this assessment data for the purposes of continually improving curriculum. | | |

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| IIIA07 | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) | | SP,RTI,ELL |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | |
| Index: | 2 | (Priority Score x Opportunity Score) | |
| Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) | |
| Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) | |
| Current level of development or implementation: | | Although differentiation of assignments currently occurs to a degree, there are significant practicality issues that exist with implementing differentiation to the level described in the indicator. In order to implement as defined, an infrastructure of supports would need to be built and strengthened over time. | |

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| IIIA35 | Students are engaged and on task. (1161) | SP |
| Level of Development or Implementation for this Indicator. | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | One of the strengths of our staff is their ability to engage students in meaningful learning activities. The new evaluation system will help to reinforce this by raising awareness of best practice in this area. | |

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| IIIC01 | When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098) | |
| Level of Development or Implementation for this Indicator. | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | The faculty effectively plans lessons that allow for students to be engaged in course material while seeking assistance from the teacher. The newly implemented teacher evaluation plan will reinforce the importance of this. | |

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| 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: | 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: | New evaluation system will make this easier to address where issues exist and will raise awareness in general of best practice. | |

Assess Indicators – Assessment

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| IID04 | The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116) | | SS,ELL |
| Level of Development or Implementation for this Indicator. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | Geneva High School utilizes a student information system to maintain student data in the areas of assessments, demographic information, attendance, behavior and other information. Additionally, Geneva has recently adopted a data warehouse that will allow faculty to better access and use existing achievement data to improve student learning. | |

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| IID06 | Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057) | | SS,SD |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | |
| Index: | 6 | (Priority Score x Opportunity Score) | |
| Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) | |
| Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) | |
| Current level of development or implementation: | | Over the past few years, Geneva High School has made progress in this area in both academic and social-emotional areas, but room remains for improvement. The majority of current goals are more general than specific; focus could improve in this area. Learning goals are an integral part of Professional Learning Communities. The faculty is hopeful that the PLC model will help to facilitate more focus on this area. | |

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| IID07 | The Leadership Team monitors school-level student learning data. (1058) | | | SC,SS,SD |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | | |
| Index: | 2 | (Priority Score x Opportunity Score) | | |
| Priority Score: | 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: | | A variety of school level data is monitored, including: EXPLORE/PLAN/ACT student achievement data is utilized for broad-level analysis Student IEP/504 information is available for faculty review Student health information Student hospitalization data/information Some of these responsibilities are handled at the building level, although not as part of the building leadership team. The adoption of a Professional Learning Communities model will help to facilitate a more formalized process for monitoring multiple data sources at the department/course-alike team level. | | |

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| IID08 | 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: | 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: | | Although departments are engaged in substantive work to improve student learning, the infrastructure does not currently exist to provide the recommended 4-6 hours of meeting time per month. School improvement work has been prioritized and more time devoted to it; there is currently more time being devoted to course-based improvements than at any time in the past. Despite this, the implementation of instructional teams as described in this indicator is only partially implemented. The strong desire exists among staff, however, to make this approach systemic. | |

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| IID09 | Instructional Teams use student learning data to plan instruction. (1060) | | SC,CL |
| 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: | | Although departments are engaged in substantive work to improve student learning, the current infrastructure limits the ability of staff to effectively use student learning data to plan instruction. School improvement work has been prioritized and more time devoted to it; there is currently more time being devoted to course-based improvements than at any time in the past. Despite this, the implementation of instructional teams using data as described in this indicator limited. The strong desire exists among staff, however, to make this approach systemic. | |

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| IID10 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061) | | RTI,CL |
| 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: | | Processes are currently in place to identify students in need of instructional support or enhancement. For example, the problem solving team meets regularly to address this. However, the current processes are based at the school level and not the teacher/course/department level where they would be more successful. | |

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| IID11 | Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) | |
| 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: | Based on student assessment data, staff are aware of students who need additional support or enhancement, but have limited interventions at their disposal outside of their own relationship with the student. This is an area that needs further development. | |

Assess Indicators – Periodic Assessment

No Indicators Assessed under this section.

Assess Indicators – Community and Family Engagement

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| IIIB06 | All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) | | SC,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: | | There are a variety of methods that staff utilize to communicate this information to parents; information regarding 504 and IEP plans, and counselor meetings with students are examples of this. The information typically communicated via these methods typically include student behaviors and student grades, but not standards. | |

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| 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. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | The current format of this information seems to be effective. | |

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| 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: | | The current format of this information seems to be effective. | |

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| 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. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | There are a multitude of ways that information is exchanged between school personnel and parents. Examples include utilization of Home Access Center, parent conferences, parent-teacher emails, Back To School Night, Viking Vessel Newsletter, 304 Connects email blasts, website information, course syllabi, PTO meetings, freshman orientation, Honors Information Night, and 8th Grade Parent Night. It is apparent that parents seem free to contact school personnel if they have needs. | |

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| 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. | | Full Implementation | |
| Evidence that this indicator has been fully and effectively implemented: | | Regular communication exists between the school and parents. Examples include utilization of Home Access Center, parent conferences, parent-teacher emails, Back To School Night, Viking Vessel Newsletter, 304 Connects email blasts, website information, course syllabi, PTO meetings, freshman orientation, Honors Information Night, and 8th Grade Parent Night. | |

Assess Indicators – Conditions for Learning

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| CL7 | The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348) | | SS |
| Level of Development or Implementation for this Indicator. | | Partial Development/Implementation | |
| Index: | 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: | | There are a variety of aspects of Geneva High School that reflect a positive school environment, including: Clubs/activities are very active and reflect high student participation rates Increased focus on building security and emergency preparedness Student contact programs including social work groups, peer mentors, and homeroom activities Students today are presenting with a wider variety, greater severity, and increasing frequency of social emotional issues. Compared to past years, staff have been much more aware of identifying symptoms of social emotional distress in students. Geneva High School has a need to grow more in the area of social emotional to continue to the progress made. PLC late start time may provide time to better implement a social emotional curriculum for students. | |

Create Plan — Leadership

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| ID10 | The school’s Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) | | SS |
| 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 | | |

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| ID13 | Instructional Teams will meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173) | | |
| Level of Development | | Partial Development/Implementation | |
| 1 | Assigned to | | |

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| 2 | How it will look when fully implemented in the District: | <p>For the past year and a half, the Geneva High School faculty and administration has been engaged in a collaborative in-depth investigation of mechanisms that would improve the learning experiences of students, sustain the achievement gains we have already made, and provide the infrastructure for future improvement initiatives. The GHS School Improvement Team is in the process of finalizing a proposal to implement a mechanism that would best meet the needs of our learning organization. This proposal will be completed in January 2013. The proposal that is taking shape includes:</p> <ul style="list-style-type: none">• A focus on the critical questions of student learning• Highly collaborative, interdependent faculty work on common goals• Collaborative inquiry and time built into the routine of the school• Direct benefits to the academic and social-emotional learning of our students <p>Parallel to the development of this proposal, GHS is required to develop a School Improvement Plan by December 14th, 2012. As there is significant overlap between the pending proposal and the requirements of the School Improvement Plan, the decision was made to frame the official School Improvement Plan as a process that will result in next month’s final proposal. When completed in January, the final proposal will clearly describe how this objective will look when it is being fully implemented at Geneva High School. January’s final proposal will serve as a substantial addendum to this School Improvement Plan.</p> | | | | | | | | |
| 3 | Date by which the description above will be a reality: | 01/28/2013 | | | | | | | | |
| 4 | Tasks | | | | | | | | | |
| 1 | School Improvement Team reviews draft proposal and provides feedback | | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Presentation of draft proposal to faculty | | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Faculty feedback sessions | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Feedback from other stakeholder groups | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |
| 5 | Final revisions to proposal | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |
| 6 | Final proposal submitted to District Office and Board of Education for consideration | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |

Create Plan – Professional Development

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|----------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IF10 | Professional development includes opportunities for teachers to share their strengths with other teachers. (1044) | |
| Level of Development | | Partial Development/Implementation |
| 1 | Assigned to | |
| 2 | How it will look when fully implemented in the District: | <p>For the past year and a half, the Geneva High School faculty and administration has been engaged in a collaborative in-depth investigation of mechanisms that would improve the learning experiences of students, sustain the achievement gains we have already made, and provide the infrastructure for future improvement initiatives. The GHS School Improvement Team is in the process of finalizing a proposal to implement a mechanism that would best meet the needs of our learning organization. This proposal will be completed in January 2013. The proposal that is taking shape includes:</p> <ul style="list-style-type: none"> • A focus on the critical questions of student learning • Highly collaborative, interdependent faculty work on common goals • Collaborative inquiry and time built into the routine of the school • Direct benefits to the academic and social-emotional learning of our students <p>Parallel to the development of this proposal, GHS is required to develop a School Improvement Plan by December 14th, 2012. As there is significant overlap between the pending proposal and the requirements of the School Improvement Plan, the decision was made to frame the official School Improvement Plan as a process that will result in next month's final proposal. When completed in January, the final proposal will clearly describe how this objective will look when it is being fully implemented at Geneva High School. January's final proposal will serve as a substantial addendum to this School Improvement Plan.</p> |
| 3 | Date by which the description above will be a reality: | 01/28/2013 |
| 4 | Tasks | |

| | | | | | | | | |
|------------------------------|--------------------------------------------------------------------------------------|---------------|------------|-----------|-------------|-------------|-------------|-------|
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| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Presentation of draft proposal to faculty | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Faculty feedback sessions | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Feedback from other stakeholder groups | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | |
| | Budget & Funding Sources(\$) | | | | | | | |
| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Final revisions to proposal | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | |
| | Budget & Funding Sources(\$) | | | | | | | |
| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | Final proposal submitted to District Office and Board of Education for consideration | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 – Aligned Instruction-Curriculum

| | | | |
|----------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------|
| IIA01 | Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045) | | SC,SP,ELL |
| 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 – Instruction

| | | | |
|----------------------|----------------------------------------------------------------------------------------------|------------------------------------|-------|
| IIC01 | Units of instruction will include specific learning activities aligned to objectives. (1083) | | SC,SS |
| 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 | | |

| | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------|--------|
| IIIA06 | All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068) | | SP,ELL |
| 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 | | |

| | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
| IIIA07 | All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) | | SP,RTI,ELL |
| 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 | | |

| | | | |
|----------------------|------------------------------------------------------------------------------------------------|------------------------------------|--------|
| IIIC12 | All teachers will engage all students (e.g., encourage silent students to participate). (1109) | | SP,ELL |
| 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 — Assessment

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|----------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------|-------|
| IID06 | Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057) | | SS,SD |
| 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 | | |

| | | | |
|----------------------|-----------------------------------------------------------------------------|------------------------------------|----------|
| IID07 | The Leadership Team will monitor school-level student learning data. (1058) | | SC,SS,SD |
| 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 | | |

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|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|--|----------|--|
| IID08 | Instructional Teams will 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 | | Partial Development/Implementation | | | | | | |
| 1 | Assigned to | | | | | | | |
| 2 | How it will look when fully implemented in the District: | | <p>For the past year and a half, the Geneva High School faculty and administration has been engaged in a collaborative in-depth investigation of mechanisms that would improve the learning experiences of students, sustain the achievement gains we have already made, and provide the infrastructure for future improvement initiatives. The GHS School Improvement Team is in the process of finalizing a proposal to implement a mechanism that would best meet the needs of our learning organization. This proposal will be completed in January 2013. The proposal that is taking shape includes:</p> <ul style="list-style-type: none">• A focus on the critical questions of student learning• Highly collaborative, interdependent faculty work on common goals• Collaborative inquiry and time built into the routine of the school• Direct benefits to the academic and social-emotional learning of our students <p>Parallel to the development of this proposal, GHS is required to develop a School Improvement Plan by December 14th, 2012. As there is significant overlap between the pending proposal and the requirements of the School Improvement Plan, the decision was made to frame the official School Improvement Plan as a process that will result in next month's final proposal. When completed in January, the final proposal will clearly describe how this objective will look when it is being fully implemented at Geneva High School. January's final proposal will serve as a substantial addendum to this School Improvement Plan.</p> | | | | | |
| 3 | Date by which the description above will be a reality: | | 01/28/2013 | | | | | |
| 4 | Tasks | | | | | | | |
| | School Improvement Team reviews draft proposal and provides feedback | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Presentation of draft proposal to faculty | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Faculty feedback sessions | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Feedback from other stakeholder groups | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | | |
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| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Final revisions to proposal | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | | |
| | Budget & Funding Sources(\$) | | | | | | | | |
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| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | | |
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| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| IID09 | | Instructional Teams will use student learning data to plan instruction. (1060) | | | | | | SC,CL | | | | | | | | | |
| Level of Development | | | Partial Development/Implementation | | | | | | | | | | | | | | |
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| 4 | | Tasks | | | | | | | | | | | | | | | |
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| 1 | | Budget & Funding Sources(\$) | | | | | | | | | | | | | | | |

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|---|--------------------------------------------------------------------------------------|---------------|------------|------------|-------------|-------------|-------------|----------|--|
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| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
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| | Assigned to | Thomas Rogers | | Start Date | | End Date | | 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 | Faculty feedback sessions | | | | | | | | |
| | Assigned to | Thomas Rogers | | Start Date | | End Date | | 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 | Feedback from other stakeholder groups | | | | | | | | |
| | Assigned to | Thomas Rogers | | Start Date | | End Date | | Timeline | |
| | Budget & Funding Sources(\$) | | | | | | | | |
| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5 | Final revisions to proposal | | | | | | | | |
| | Assigned to | Thomas Rogers | | Start Date | | End Date | | Timeline | |
| | Budget & Funding Sources(\$) | | | | | | | | |
| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total | |
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| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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| IID10 | Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (1061) | | | | | | | RTI,CL |
| Level of Development | | | Partial Development/Implementation | | | | | |
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|---|------------------------------------------------------------------------------------------------------|---------------|------------|------------|-------------|-------------|-------------|-------------|-------|
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Presentation of draft proposal to faculty | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Faculty feedback sessions | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 | Feedback from other stakeholder groups | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |
| 5 | Final revisions to proposal | | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |
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| | Assigned to | Thomas Rogers | Start Date | | End Date | | 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 |

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| IID11 | Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) | | | | | | | |
| Level of Development | | | Partial Development/Implementation | | | | | |
| 1 | Assigned to | | | | | | | |
| 2 | How it will look when fully implemented in the District: | | <p>For the past year and a half, the Geneva High School faculty and administration has been engaged in a collaborative in-depth investigation of mechanisms that would improve the learning experiences of students, sustain the achievement gains we have already made, and provide the infrastructure for future improvement initiatives. The GHS School Improvement Team is in the process of finalizing a proposal to implement a mechanism that would best meet the needs of our learning organization. This proposal will be completed in January 2013. The proposal that is taking shape includes:</p> <ul style="list-style-type: none">• A focus on the critical questions of student learning• Highly collaborative, interdependent faculty work on common goals• Collaborative inquiry and time built into the routine of the school• Direct benefits to the academic and social-emotional learning of our students <p>Parallel to the development of this proposal, GHS is required to develop a School Improvement Plan by December 14th, 2012. As there is significant overlap between the pending proposal and the requirements of the School Improvement Plan, the decision was made to frame the official School Improvement Plan as a process that will result in next month's final proposal. When completed in January, the final proposal will clearly describe how this objective will look when it is being fully implemented at Geneva High School. January's final proposal will serve as a substantial addendum to this School Improvement Plan.</p> | | | | | |
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|---|--------------------------------------------------------------------------------------|---------------|------------|-----------|-------------|-------------|-------------|-------|
| 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 | Presentation of draft proposal to faculty | | | | | | | |
| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | |
| | Budget & Funding Sources(\$) | | | | | | | |
| 2 | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Faculty feedback sessions | | | | | | | |
| 3 | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | |
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| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| | Assigned to | Thomas Rogers | Start Date | | End Date | | Timeline | |
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| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
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| | District | Title I | Title II-D | Title III | State Funds | Grant Funds | Other Funds | Total |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Create Plan – Periodic Assessment

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

Create Plan – Community and Family Engagement

| | | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------|
| IIIB06 | All teachers will systematically report to primary caregivers the student’s mastery of specific standards-based objectives. (1097) | | SC,SP,ELL |
| 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 – Conditions for Learning

| | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----|
| CL7 | The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348) | | SS |
| 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 | | |