

Summit Hill SD 161
Frankfort Square Elem School
7710 W Kingston Dr
Frankfort, ILLINOIS 60423
GRADES - 1 2 3 4

Mr. Jason Isdonas
Tenure - 6
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Summative Designation - Exemplary

Student Group - All Students

Title 1 Status - Targeted Assistance Title One Program

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

District Funding Tier - 2

Capacity to meet expectations - 83.7

State Senate District - 19

State Representative District - 038

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
School	211	174		25					36		41	
		82.5%		11.8%					17.1%		19.4%	
District	2,981	2,253	175	343	119			83	429	119	348	
		75.6%	5.9%	11.5%	4.0%			2.8%	14.4%	4.0%	11.7%	
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	290,659	233,367	988,680	39,267
		47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%	14.5%	11.6%	49.3%	2.0%

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

English Learner students are those students eligible for transitional bilingual programs.

Total Enrollment is based on [Serving School](#).

Homeless students are who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	
School	1.0%	1.3%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%	2.6%	
District	5.9%	5.7%	8.4%	2.3%	5.8%		20.0%	8.1%	9.2%	5.5%	9.1%	
State	3.0%	19.7%	16.4%	2.4%	0.0%			11.3%	18.7%	20.9%	12.4%	

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	4.5%	6.4%	2.2%	4.3%		3.7%					11.1%		13.2%
District	2.6%	2.9%	2.2%	2.0%	7.7%	3.5%	0.9%			4.8%	4.8%	8.1%	8.1%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS		8TH GRADERS PASSING ALGEBRA I	
Days			
School	174	School	
District	174	District	6.3
State	175	State	30.5

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	School	District
School	--	--	--	--	5.0	5.0
District	16.4		10.4	331.2	5.0	5.0
State	19.0	19.3	11.1	180.6	3.0	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School		20.0	16.0	17.0	19.0						18.0
District	22.0	21.0	22.0	21.0	20.0	26.0	24.0	21.0	20.0		22.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	63			22			178			22		
District	63	44	43	22	44	43	178	88	86	22	44	43
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.3	31.4	68.6
State	13.2	38.5	61.0

Educator Qualifications		
	High Poverty Schools	Low Poverty Schools
District Inexperienced		14
District With Emergency Credentials		0
State Inexperienced	2	3
State With Emergency Credentials	0	0

Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	93.3
District	90.7
State	84.3

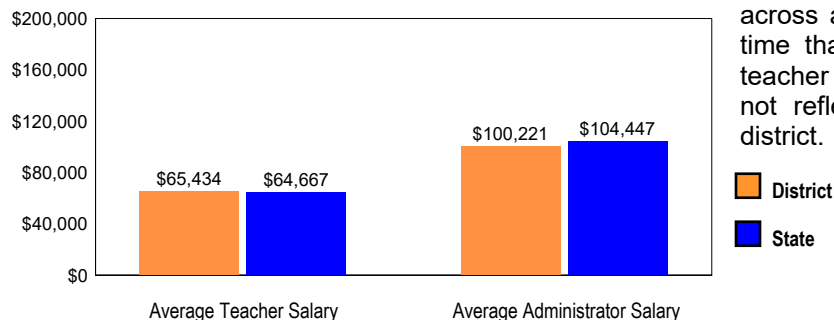
TEACHER ATTENDANCE	
School	--
District	72.8
State	70.2

TEACHER EVALUATION	
School	--
District	100.0
State	97.1

PRINCIPAL TURNOVER (Count)	
School	1.0
District	1.0
State	1.0

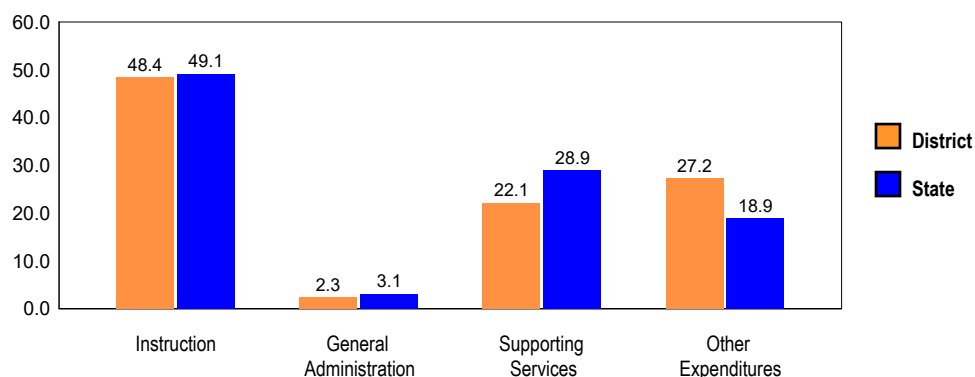
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2016-17 (Percentages)



REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$34,057,314	83.9	63.1
Other Local Funding	\$1,334,890	3.3	5.0
General State Aid	\$1,501,528	3.7	17.6
Other State Funding	\$2,774,496	6.8	6.8
Federal Funding	\$945,169	2.3	7.5
TOTAL	\$40,613,397		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$26,808,136	67.1	71.6
Operations & Maintenance	\$3,602,349	9.0	7.1
Transportation	\$2,802,516	7.0	3.8
Debt Service	\$5,769,588	14.5	9.5
Tort	\$259,920	0.7	1.2
Municipal Retirement/ Social Security	\$684,447	1.7	2.1
Fire Prevention & Safety	\$0	0.0	0.7
Capital Projects	\$0	0.0	4.0
TOTAL	\$39,926,956		

OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	\$282,938	4.16	\$6,616	\$10,913
State	**	**	\$8,024	\$13,337

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

COLLEGE ENROLLMENT		
	12 Months	16 Months
School		
District		
State	74.8	75.6

FRESHMEN ON TRACK	
School	
District	
State	86.6

CTE ENROLLMENT	
School	
District	
State	283,473

POST SECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	74.8%			32.1%	42.7%	0.0%

POST SECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	75.6%			32.3%	43.3%	0.0%

CLIMATE AND CULTURE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In School Suspensions	1	1			1								1
Out of School Suspensions	0	0			0								0
Expulsions	0	0			0								0
Incidents of Violence (including bullying and harassment)	0	0			0								0

4 YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	85.4	82.5	88.4	90.6	75.0	80.7	93.6	81.0	79.8	84.7	76.5	68.6	77.0

HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	87.6	85.3	89.9	91.4	78.4	84.6	95.3	84.3	82.6	86.8	83.0	73.5	80.2

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	87.7	85.3	90.1	91.7	78.3	84.7	95.3	86.9	82.4	86.9	83.0	74.9	80.3

DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	2.1	2.5	1.7	1.2	4.0	2.8	0.5	2.4	3.0	2.1	2.9	4.0	3.6

ELA PROFICIENCY													
	All Students	Gender		Race / Ethnicity							Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	71	38	33	58		10					7		14
District	925	387	538	701	48	93	54			25	36	12	82
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
		30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	68	40	28	58		6					8		10
		64.5%	62.2%	67.4%		40.0%					72.7%		41.7%
District	753	366	387	580	40	66	49			15	25	12	59
		33.2%	39.0%	36.9%	29.2%	27.3%	54.4%			30.0%	9.2%	20.7%	20.0%
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
		31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	522	247	275	394	34	43	31			17	24	2	55
		64.8%	76.2%	70.4%	72.3%	60.6%	81.6%			77.3%	29.6%	20.0%	57.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
		48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

ELA GROWTH													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	67.2%	65.7%	69.5%	68.9%	34.0%	60.3%				58.0%	77.5%	53.5%	63.4%
District	49.8%	47.1%	52.8%	48.9%	49.1%	51.7%	58.9%	99.0%	53.3%	52.5%	48.3%	45.7%	47.2%
State	50.0%	47.5%	52.5%	51.8%	44.5%	48.7%	57.4%	52.4%	49.8%	50.0%	43.5%	48.1%	47.5%

MATH GROWTH													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	67.2%	62.1%	75.00	69.1%	45.0%	60.2%				37.0%	68.9%	76.5%	65.7%
District	49.3%	47.0%	51.90	49.1%	49.1%	48.6%	54.4%	62.0%	46.3%	50.7%	47.8%	53.3%	50.4%
State	50.0%	49.0%	51.00	51.6%	44.5%	48.9%	58.0%	50.3%	48.5%	49.6%	44.0%	47.6%	47.5%

EL Proficiency on ACCESS						
	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School						
District	112	112	14	12.5%	1	0.9%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	107	62	45	86		15					11		24
		100.0%	100.0%	100.0%		100.0%					100.0%		100.0%
District	2,096	1,104	992	1,569	138	242	90			50	273	57	296
		99.5%	99.2%	99.4%	98.6%	99.6%	100.0%			100.0%	99.6%	100.0%	99.0%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
		98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	107	62	45	86		15					11		24
		100.0%	100.0%	100.0%		100.0%					100.0%		100.0%
District	2,097	1,104	993	1,571	137	242	90			50	272	58	295
		99.5%	99.2%	99.4%	98.6%	99.6%	100.0%			100.0%	99.6%	100.0%	99.0%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
		98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	742	381	361	560	47	71	38			22	81	10	95
		100.0%	99.7%	99.8%	100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	99.0%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
		94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	7.8	33.3	54.9	3.9	0.0	9.8	25.5	58.8	5.9
District	6.9	15.8	29.9	42.1	5.3	3.0	15.5	26.7	45.9	8.9
State	21.4	17.8	23.7	33.6	3.4	14.5	21.9	25.8	29.5	8.2

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	10.7	39.3	46.4	3.6	0.0	10.7	17.9	64.3	7.1
	District	8.6	17.8	33.6	36.8	3.3	4.6	14.6	26.5	46.4	7.9
	State	24.6	18.9	23.8	30.4	2.3	15.4	21.3	25.1	29.6	8.7
Female	School	0.0	4.3	26.1	65.2	4.3	0.0	8.7	34.8	52.2	4.3
	District	5.3	13.8	26.3	47.4	7.2	1.3	16.4	27.0	45.4	9.9
	State	18.2	16.8	23.5	37.0	4.5	13.5	22.5	26.6	29.5	7.8

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	10.5	34.2	55.3	0.0	0.0	7.9	28.9	57.9	5.3
	District	4.6	15.1	31.1	44.3	5.0	2.7	12.3	26.0	48.4	10.5
	State	13.2	15.9	25.2	41.3	4.4	7.7	16.8	26.5	37.8	11.2
Black	School	14.3	14.3	38.1	33.3	0.0	0.0	25.0	30.0	45.0	0.0
	District	34.5	21.6	21.8	21.0	1.1	28.7	30.4	23.7	15.4	1.8
	State										
Hispanic	School	15.2	17.4	26.1	37.0	4.3	6.5	28.3	21.7	39.1	4.3
	District	30.2	20.4	23.2	24.7	1.5	19.1	28.0	27.8	22.0	3.0
	State										
Asian	School	0.0	30.0	10.0	40.0	20.0	0.0	10.0	40.0	30.0	20.0
	District	7.2	9.8	19.3	52.1	11.5	3.6	8.3	17.2	41.8	29.2
	State										
Native Hawaiian/Pacific Islander	School										
	District										
	State	14.4	13.8	33.1	35.0	3.8					
American Indian	School										
	District										
	State						19.4	23.5	25.8	27.4	3.8
Two or More Races	School										
	District										
	State	19.4	16.7	23.4	35.8	4.6	14.6	20.5	24.7	30.2	10.0

Grade 4 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	5.4	21.4	66.1	7.1	0.0	3.6	33.9	60.7	1.8
District	6.0	14.0	28.6	42.9	8.6	5.7	18.6	35.0	36.3	4.4
State	14.1	20.1	27.3	31.0	7.6	15.8	25.6	27.2	28.1	3.4

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	5.9	23.5	64.7	5.9	0.0	5.9	35.3	55.9	2.9
	District	9.0	16.8	29.3	38.9	6.0	6.0	19.6	35.1	35.7	3.6
	State	17.1	21.9	27.5	28.1	5.5	16.6	25.0	26.5	28.4	3.5
Female	School	0.0	4.5	18.2	68.2	9.1	0.0	0.0	31.8	68.2	0.0
	District	2.7	10.8	27.7	47.3	11.5	5.4	17.4	34.9	36.9	5.4
	State	10.9	18.2	27.2	33.9	9.8	15.0	26.1	27.9	27.7	3.3

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	2.1	20.8	68.8	8.3	0.0	0.0	29.2	68.8	2.1
	District	5.3	12.7	29.5	43.4	9.0	5.7	17.5	35.0	37.0	4.9
	State	8.4	16.1	27.5	38.0	10.0	8.8	19.7	29.6	37.4	4.4
Black	School										
	District	22.7	13.6	18.2	31.8	13.6	18.2	22.7	31.8	22.7	4.5
	State	25.1	27.5	26.9	18.2	2.3	31.1	35.0	22.3	11.1	0.5
Hispanic	School										
	District	0.0	24.2	33.3	42.4	0.0	0.0	24.2	48.5	24.2	3.0
	State	18.8	24.4	29.1	24.2	3.5	20.6	32.8	27.4	18.3	1.0
Asian	School										
	District										
	State	4.6	8.4	18.9	44.5	23.6	3.9	10.1	20.3	50.0	15.7
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.8	16.3	28.4	36.9	10.6					
American Indian	School										
	District										
	State						21.7	33.6	26.8	15.6	2.4
Two or More Races	School										
	District										
	State	12.9	19.7	25.6	32.3	9.6	15.1	24.2	26.5	30.2	4.1

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Goal 1: To increase the number of students meeting and exceeding targeted growth on local and state assessments in English Language Arts.

- ⇒ Utilize a designated time for research-based reading interventions and strategies.
- ⇒ Research-based interventions will be used to support student achievement in the areas of vocabulary, comprehension, phonemic awareness, phonics, fluency, and writing skills.
- ⇒ Focus on differentiation in the classroom using flexible groupings.
- ⇒ Guided reading groups will focus on improving vocabulary, comprehension, phonemic awareness, phonics, fluency, and writing.
- ⇒ Technology will be used to support comprehension, fluency, phonics, and phonemic awareness (Brain Pop Jr., Raz Kids, ThinkCentral, Discovery Streaming, YouTube, Lexia).
- ⇒ Teachers who attend conferences/workshops will share out information at monthly staff meetings.
- ⇒ Staff will implement the Illinois State Standards.
- ⇒ Students will cite text evidence from multiple sources when writing explanatory, opinion-based, and research topics and compositions
- ⇒ Students will incorporate models and illustrations to explain and interpret text
- ⇒ Teachers will utilize a combination of informational text and narrative reading materials to identify key ideas and compare & contrast multiple sources to be able to write and speak about a subject
- ⇒ A before school reading tutoring program will be available to qualifying students in order to provide additional assistance through research-based interventions.
- ⇒ Second Step resources will be used to support ELA and the social-emotional standards.
- ⇒ Follow the Growth Mindset philosophy.

Goal 2: To increase the number of students meeting and exceeding targeted growth on local and state assessments in math.

- ⇒ Implement a designated time for math interventions.
- ⇒ Hardcopy-based and computer-based programs such as Brain Pop Jr., XtraMath, and Think Central will be used to increase numerical fluency and assist students with their understanding of math concepts/skills in grades first, second, third, and fourth.
- ⇒ Teachers will model extended response explanations in the problem solving process aligned to the Illinois State Standards.
- ⇒ Teachers will use Problem of the Day and Number Talks to further develop an understanding of solving problems, comprehending mathematical concepts, and additional / supporting content aligned with the new Illinois State Standards.
- ⇒ Teachers will implement math centers to differentiate instruction in order to challenge students at their individual level.
- ⇒ Teachers who attend conferences/workshops will share out information at monthly staff meetings.
- ⇒ An after school math tutoring program will be available to qualifying students in order to provide additional assistance through research-based interventions.
- ⇒ Follow the Growth Mindset philosophy.

Goal 3: To implement PBIS to positively impact student behavior and academics.

- ⇒ Utilize the school-wide matrix of behavior expectations for hallways, lunchroom, playground, bathroom, classrooms, arrival procedure, dismissal procedure, and buses.
- ⇒ Incorporated technology expectations on the school-wide matrix.
- ⇒ Provide a PBIS 'Kick-off' event and 'boosters' to the entire student body.
- ⇒ Communicate P.B.I.S. expectations to students and parents.
- ⇒ Utilize parent involvement through PBIS-related events.
- ⇒ Use SWIS to drive school-wide decisions.
- ⇒ Teach the Social-Emotional Standards using the Second Step curriculum/resources.
- ⇒ Provide positive reinforcements and celebrations to encourage positive behavior.
- ⇒ Implementation of our district's Universal Screener to identify students for tiered services.
- ⇒ Implement Tier II protocols and procedures as they relate to Tier II services.
- ⇒ Incorporate weekly Cool Tools and additional tiered resources, i.e. Second Step and Bullying Education Information.

Goal 4: To increase the use of technology across the curriculums.

- ⇒ Utilize cameras, classroom tablets, and projectors, video recordings/green room for engaged learning.
- ⇒ Provide opportunities for students to use student tablets as a digital resource for novels and instructional resources.
- ⇒ Use of online curricular resources such as Think Central (Journeys, Science, Go Math), Wixie, XtraMath, STEMscope, Razkids, Office 365, YouTube, Class Dojo, Sumdog, and Discovery Streaming.
- ⇒ Increase student proficiency in typing through the use of the Typing.com program.
- ⇒ Increase opportunities for students to learn and demonstrate tech skills through the tech integration co-teaching model.
- ⇒ Teach Digital Citizenship lessons via Common Sense Media.