

Summit Hill SD 161
 Indian Trail Elem School
 20912 S Frankfort Square Rd
 Frankfort, ILLINOIS 60423
 GRADES - 1 2 3 4

Mrs. Dana Wright
 Tenure - 5
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Summative Designation - Commendable

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	385	278	32	54				14	44	27	51	
		72.2%	8.3%	14.0%				3.6%	11.4%	7.0%	13.2%	
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	3.8%	0.7%	7.7%	0.0%	0.0%		25.0%	9.1%	1.9%	0.0%	5.8%	
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	4.0%	5.6%	2.7%	2.8%	11.1%	3.6%				7.7%	8.9%	4.3%	13.3%
District	2.6%	2.9%	2.7%	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	25.0	23.0	21.0						22.0
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

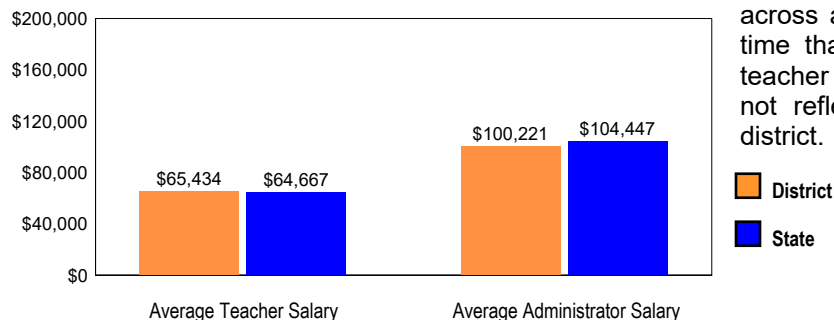
TEACHER ATTENDANCE	
School	--
District	72.8
State	70.2

TEACHER EVALUATION	
School	--
District	100.0
State	97.1

PRINCIPAL TURNOVER (Count)	
School	2.0
District	1.0
State	1.0

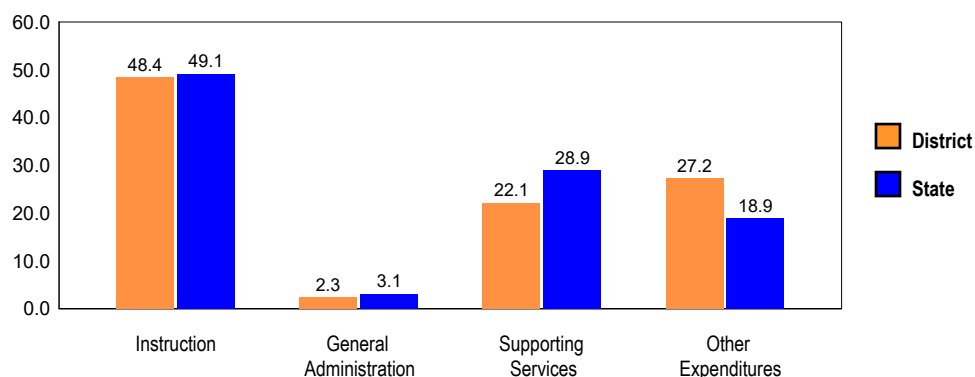
SCHOOL DISTRICT FINANCES

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	3		3	2	1						2		2
Out of School Suspensions	0		0	0	0						0		0
Expulsions	0		0	0	0						0		0
Incidents of Violence (including bullying and harassment)	0		0	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	114	46	68	85	9	14					6	5	10
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	88	41	47	68	6	11					3	3	8
		42.3%	39.8%	45.0%	28.6%	33.3%					11.1%	27.3%	22.9%
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	44.8%	34.9%	53.8%	43.5%	53.3%	49.3%	45.0%			11.0%	41.2%	44.0%	45.3%
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	34.7%	30.5%	38.40	33.8%	34.9%	44.8%					33.1%	42.3%	41.3%
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	28	28	5	17.9%		
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	215	98	117	150	22	33					28	11	36
		100.0%	100.0%	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	215	97	118	151	21	33					27	11	35
		100.0%	100.0%	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		10.6	12.4	25.7	42.5	8.8	4.5	19.6	24.1	42.0	9.8
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	13.7	11.8	27.5	41.2	5.9	8.0	14.0	24.0	44.0	10.0
	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	8.1	12.9	24.2	43.5	11.3	1.6	24.2	24.2	40.3	9.7
	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	8.1	9.5	23.0	48.6	10.8	5.4	14.9	20.3	47.3	12.2
	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	18.2	9.1	45.5	27.3	0.0	0.0	30.0	30.0	40.0	0.0
	District	14.3	14.3	38.1	33.3	0.0	0.0	25.0	30.0	45.0	0.0
	State	34.5	21.6	21.8	21.0	1.1	28.7	30.4	23.7	15.4	1.8
Hispanic	School	15.0	25.0	25.0	30.0	5.0	5.0	35.0	20.0	35.0	5.0
	District	15.2	17.4	26.1	37.0	4.3	6.5	28.3	21.7	39.1	4.3
	State	30.2	20.4	23.2	24.7	1.5	19.1	28.0	27.8	22.0	3.0
Asian	School										
	District	0.0	30.0	10.0	40.0	20.0	0.0	10.0	40.0	30.0	20.0
	State	7.2	9.8	19.3	52.1	11.5	3.6	8.3	17.2	41.8	29.2
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	5.9	16.7	22.5	40.2	14.7	6.8	28.2	35.9	25.2	3.9
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	8.5	17.0	27.7	38.3	8.5	6.4	27.7	36.2	25.5	4.3
	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	3.6	16.4	18.2	41.8	20.0	7.1	28.6	35.7	25.0	3.6
	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	7.9	15.8	22.4	38.2	15.8	7.8	27.3	33.8	27.3	3.9
	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	0.0	27.3	18.2	27.3	27.3	9.1	36.4	36.4	9.1	9.1
	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	0.0	15.4	30.8	53.8	0.0	0.0	30.8	46.2	23.1	0.0
	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

Goal 1: To continue to increase overall student performance in English/Language Arts:

- Increase focus on reading strategies, reading comprehension, and reading fluency
- Increased focus on prerequisite skills of text features and text structure as well as emphasis on informational text
- Continue “RtI” time to support differentiation and show continuous growth
- Continued focus on State Standards: English/Language Arts and assessment within
- Continue to utilize approved and research-based intervention materials under the RtI Model
- Continued focus on increasing differentiation through lesson planning and guided reading practice
- Incorporation of Daily 5
- Incorporation of bi-weekly vocabulary and reading strategies by grade level and through morning announcements
- “Writing Across the Curriculum” activities (Science and Social Studies journal activities, continued utilization of science reports through Stemscopecs)
- Provide and promote high-interest reading materials through both the Journeys Resource and outside publications and websites
- Focus on integration knowledge and ideas through reading in literature and informational text
- Focus on increasing the knowledge of the speaking and listening standards through the use of research projects, plays, presentations, and speech/tech club
- Consult and collaborate with Reading Specialists and Reading Tutors to support Tier 2 and 3 Reading and Language

Goal 2: To continue to increase overall student performance in Mathematics:

- Continue use of educational websites, including Go Math resources, to reinforce number sense, fractions, measurement & data, geometry, algebra, problem solving, and written explanation
- Focus on skill development in numbers and operations with fractions
- Incorporate real world scenarios throughout math instruction
- Continue “RTI” time to support differentiation and show continuous growth
- Continue focus State Standards: Mathematics
- Continued professional development in classroom-level interventions
- Continued focus on increasing differentiation through lesson planning and guided math practice
- Continue to utilize approved and research-based intervention materials under the RtI Model
- Consult and collaborate with Math Interventionist to support Tier 2 and 3 Math

Goal 3: To continue Implementation and Refinement of Positive Behavioral Interventions and Supports

- Continue use of Student Ambassadors to gain insight into the students’ needs and wants
- Continue implementation of tier 2 and 3 interventions to support students with behavioral needs
- Continue monthly and quarterly behavioral data review sessions to guide reinforcement of expectations
- Provide PBIS “kick-off” and refreshers to entire student body at the start of each quarter
- Continue creating and implementing “Cool Tools” in every classroom using reflective lesson plans
- Continue the use of Bell Ringers on Monday’s to increase the dialogue of appropriate behavior
- Provide instruction in Expect Respect to all students
- Promote positive student behavior through student recognition through our “Positive Office Referrals“
- Conduct quarterly PBIS “celebrations” rewarding positive behaviors
- Continue use of “PBIS Store” to reward/reinforce expectations
- Continued use of visitor/volunteer expectation matrix
- Use of Kid President
- Use of Second Step to help foster and promote problem solving skills

Goal 4: To continue to integrate technology in the classroom

- Enhance opportunities for students to receive technology integration through instruction with the Technology Teacher, as well as the Classroom Teacher
- Provide training during staff meetings, in services and institutes for teachers on the various programs and resource options available for use
- Use the provided resources such as Wixie, Think Central, Type 2 Learn, Discovery Streaming, You Tube, and BrainPop
- Use of other websites to improve technology experience such as Go Noodle, Remind, Green Screen App, Moby Max, Seesaw, Edmodo, and Lego Education
- Increase opportunities for students to learn and demonstrate tech skills through technology-based learning projects