



2012-2014 Continuous Improvement Work Plan

Charles P Caldwell Academy of Math & Science ES

Skyway Elementary Network
8546 S Cregier Chicago, IL 60617
ISBE ID: 150162990252113
School ID: 609833
Oracle ID: 22511



Mission Statement

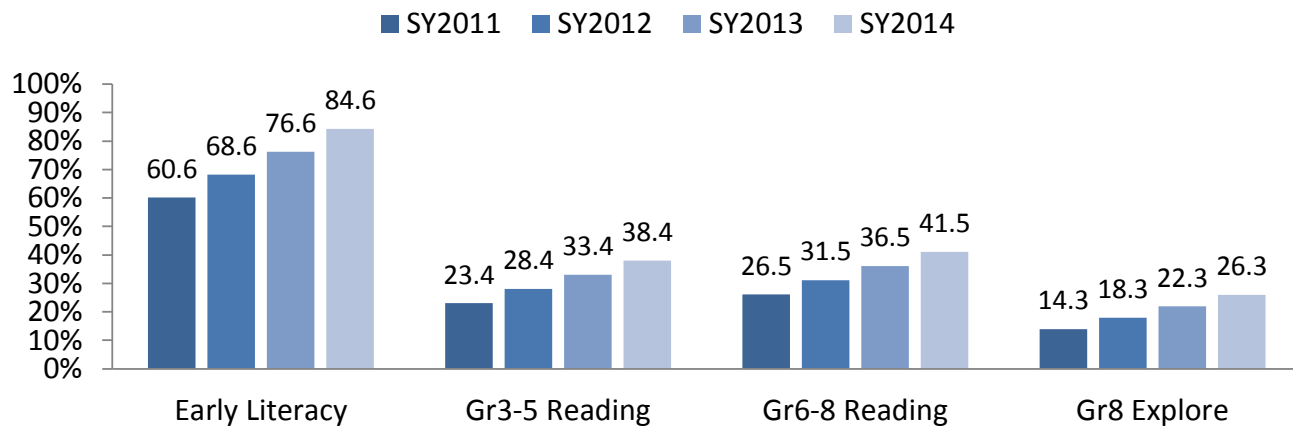
Our mission is that we have the highest expectations for every student that attends Caldwell Academy. We believe that elementary school lays the foundation for a student's educational career. At Caldwell Academy we will give every student a quality education full of rigor and exceptional instructional practices that pave the way for all continual learning and growth and ensure that every student is college and career ready.

Strategic Priorities

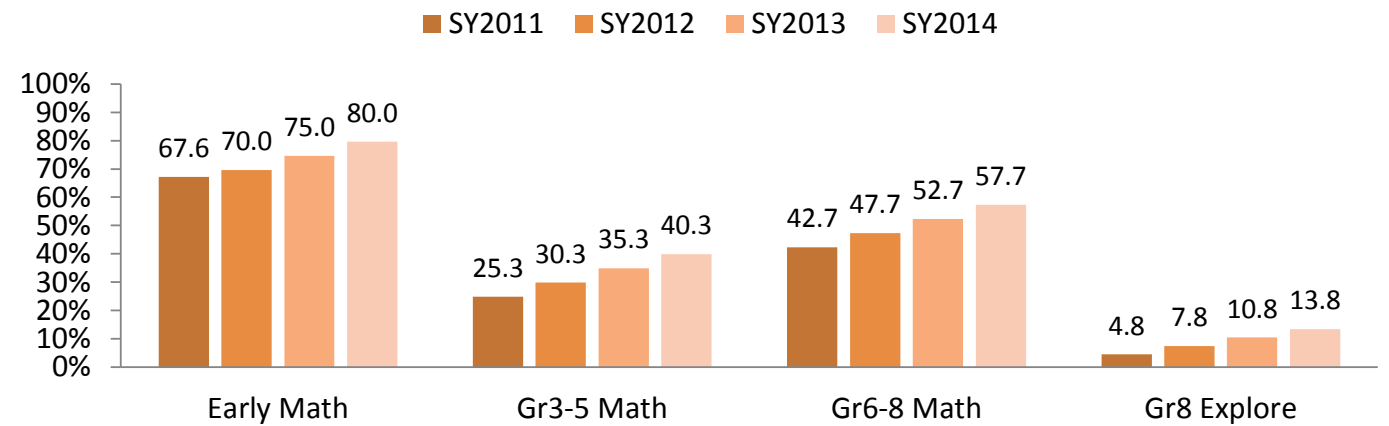
1. LITERACY - Aligning instruction to meet Common Core Standards is the blueprint for literacy instruction at Caldwell Academy. Ensuring that each student and staff member in grades K-8 is knowledgeable of the Common Core Standards and can demonstrate understanding and knowledge gained through performance is the
2. MATHEMATICS - Every grade level increasing the amount of students exceeding in the content area of math will come by way of aligning instruction to reflect Common Core State Standards. Implementing differentiation and ensuring that students receive rigorous instruction will be in place to accommodate the various
3. Science- Every grade level will focus on teaching Science daily through the usage of Informational text and hands-on experiments throughout the school year. The text based knowledge will be taught across the curriculum while experiments will be conducted during the Science time block. All Science curriculum will be

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Charles P Caldwell Academy of Math & Science ES

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Danielle Porch	Principal
Tasia Suett	Special Education Faculty
Amber Newsom	Classroom Teacher
Charlene Webster	Classroom Teacher
Darren Green	Other
Marla Wilson	Parent/ Guardian
Dionne James	Parent/ Guardian



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	60.6	68.6	76.6	84.6		Early Math % of students at Benchmark on mClass	67.6	70.0	75.0	80.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.4	28.4	33.4	38.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	25.3	30.3	35.3	40.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.0	59.0	64.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	38.2	43.2	48.2	53.2
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.5	31.5	36.5	41.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	42.7	47.7	52.7	57.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.1	53.1	58.1	53.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.8	57.8	62.8	67.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	14.3	18.3	22.3	26.3		Explore - Math % of students at college readiness benchmark	4.8	7.8	10.8	13.8



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.7	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	30.7	25.0	20.0	20.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.1	66.0	73.0	78.0		ISAT - Reading % of students exceeding state standards	6.8	9.8	12.8	15.8
ISAT - Mathematics % of students meeting or exceeding state standards	70.1	76.0	82.0	88.0		ISAT - Mathematics % of students exceeding state standards	10.9	13.9	16.9	19.9
ISAT - Science % of students meeting or exceeding state standards	50.9	55.9	60.9	65.9		ISAT - Science % of students exceeding state standards	3.5	5.5	7.5	9.5

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>At the onset of the 2011-2012 school year, the school administrator analyzed data from ISAT and Scantron to determine the areas of weakness school wide and across grade bands. Our 2011 ISAT scores show that 61% of our students are meeting or exceeding the standards in Reading, 70% of our students are meeting or exceeding in Math, and 50% of our students are meeting or exceeding in Science. Our Scantron scores show that in Reading 54% of our 3rd-5th graders made reached their growth targets and 48% of 6th -8th graders reached their growth targets. In Math 38% of 3rd-5th graders reached their growth targets and 52% of 6th-8th graders reached their growth targets. As a result of this data</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Professional learning at Caldwell is determined by evaluations completed in the classroom by administrator and teacher leaders. Based on evaluation outcomes, professional developments are conducted whole staff and in grade bands. Some one-to-one coaching and professional development opportunities are implemented.</p> <p>According to the 2010-2011 "My Voice, My School" survey, the previous administrator scored in the "weak" category. The school then conducted another survey based on the present administrator. This survey was distributed by the community school resource coordinator and was patterned after the "My Voice, My School" survey. The results concluded that the current administrator ranked in the "strong" category.</p> <p>College and career readiness has been the focus at Caldwell Academy. Classroom visions are being modified to reflect a focus around all students becoming career and college ready. We believe that the relationship between our school and parents is</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Caldwell would fall in line with a typical school because many of the roles outside of instruction are performed by the same core group of teachers. Opportunities and invitations to expand and take on positions of leadership are presented to the entire staff however the same individuals volunteer. If the administrator asks individuals to head committees, departments or programs it is viewed more as a directive versus an opportunity to grow as a leader or become more invested member of the Caldwell community. There is equity of voice amongst all staff members in staff meeting and grade level band meeting to offer suggestions for improvement. The members of the ILT offer to lead and participate in the CIWP preparation, the completion of the Full School Day Plan, and there are two other staff members who have applied for grants and entered students in various academic contest and competitions.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT at Caldwell Academy is comprised of a teacher representative from intermediate grade band, upper grade band, the special needs grade band and the school disciplinarian. These individuals were selected because of their expertise in their specified areas, their willingness to attend various workshops, conferences and professional development, conduct school wide professional development, lead department meetings, and get common core training and disseminate information to the staff. The members of the ILT offer to lead and participate in the CIWP preparation, the completion of the Full School Day Plan. The ILT meets weekly to organize and plan how to improve instructional practices. The ILT have also taken on a school wide role called "Teacher Buddy." This role is comprised of peer observing classrooms for local school criteria and non-negotiables, evidence of Common Core implementation and evidence of rigor. Feedback from these observations is shared with the teacher to foster instructional improvement. The ILT also reflects upon decisions in their infancy stage through implementation and builds upon the outcomes that will ultimately allow us to fulfill the vision and</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Caldwell does a myriad of things to analyze data. We have created a data room which is used to specifically track and target student progress. The data room contains information pulled from DIBELS, mClass, ISAT, Teacher Made Assessments, Scantron and ISAT. Teachers are mandated to update their data weekly on the student's individual data card. Teachers are also required to complete data analysis sheets that coincide with the standard and concept being taught. The data analysis sheet requires teachers to indicate how they will reteach for students have not attained</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Teachers were provided with a curriculum map that was structured to the Illinois state standards at the beginning of the year. Teachers were asked to develop a curriculum map that focuses on implementing the Common Core Standards. Teachers were also required to create a monthly calendar which mapped out pre-planned monthly activities which related to the monthly ISAT focus skill. Teachers use grade-appropriate basal readers in the primary grade levels and grade-appropriate novels in the intermediate and upper grade levels to guide reading instruction. Some differentiation is implemented.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Teachers have various core materials that align to the Illinois State Standards. Some supplemental materials are used which aligned to Common Core Standards. Teachers include differentiation in their daily lessons and are required to note them in their lesson plans.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Our school has created a data room that provides ISAT, Scantron, dibels, and mclass scores to all staff members for review for every student at Caldwell. Teachers also use this room as a source of progress monitoring. In this room, each student has a card and a teacher must indicate with a sticker (red-below yellow-meets green-exceeds). Teachers are basing this data off of weekly assessment results. Each grade level uses diagnostic, benchmark, and formative results to monitor students weekly and quarterly. Assessment accommodations and modifications are listed on each teachers lesson plan to ensure that students with disabilities are able to demonstrate their knowledge and skills as well.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers at Caldwell are required to post their daily learning objectives along with the standards in which the objective will cover. Objective are not usually rigorous or discussed with the students. Lessons are not continuously rigorous throughout the school day. More whole group settings are taking place. Teachers were requested to pace their lessons based on data obtained through weekly assessments as well as quarterly assessments. Some teachers are following the pacing requirements.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>In grade band meetings, teachers bring scantron and weekly assessment data to analyze students progress. Students that are struggling are identified and are targeted when reteaching a lesson. However, this process is inconsistent and students weaknesses are not monitored. The school also has a program that was designed to target the low performing students in reading. A reading resource teacher was hired to work with the 10 lowest students from each grade level. Students work on lessons that were unclear in a small group setting. This interventionist also pushes into classes to provide additional support.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Caldwell has whole staff professional developments on a monthly basis. Our professional developments are focused on the areas in which the whole staff needs growth. We monitor their effectiveness by continuously discussing and collaborating on the areas in which we need growth during our teacher buddy meetings. We discuss the strategies that are being used and their effectiveness. We constantly monitor our progress and look for ways in which we can grow collectively as a staff.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Our teachers meet weekly as a grade level team to discuss student progress, data, and instructional strategies. Teachers also meet with their teacher buddies to help develop professional by focusing on common core and rigor. Teachers track progress monitoring data and student interventions individually and these results are discussed during grade level meetings. Special education teachers discuss instructional strategies and student progress with general education teachers, but plan and meet as a separate team also. Teachers also have weekly agendas for the grade level meeting as well as for the teacher buddy meetings. There are no set leaders for the grade level meetings but for the teacher buddy meetings a member of the ILT team has been assigned to lead the professional development session using the training received from the Skyway Network.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>We have implemented the teacher buddy teams. These teams consist of teachers, Special needs assistants, and teachers who are members of the ILT. Weekly peer visits take place and teachers are rating based on the non-negotiable items set by the administration. After the observation teachers then meet to discuss the feedback from the observation and to discuss any question or collaborate on any area of the classroom. Professional Development is determined based on the needs of the staff after observation data is collected. Coaching is provided to teachers who are in need of support. New teachers receive support from the new teachers coaching center provided by CPS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	All teacher were required to begin implemeting the college and career ready standards by quarter three. Some teachers discuss and reinforce these standards with their students.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Caldwell has developed a nuturing and caring enviornment. Every student has an adult advocate who provides support and shows deep care for their goals and aspirations. Students have grown to respect the staff because all staff members show respect to each and every student. A disiplinary teacher has been brought on board to help with providing fair responses to all disrespectful behavior.	
Behavior& Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	Staff members handle all discipline violations by following the school wide norms put into place by the adminstration of the Caldwell. Staff has established and maintained a safe, welcoming school enviornment by using the PBIS program developed for Caldwell Academy.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	School creates a monthly calendar which highlights pertinent information regarding school related information, as well as, Chicago Public Schools information. Parents are given packets at the beginning of the school year which list expectations of their child's specific class which includes: grading scale, needed supplies, rules of the school and the required uniform. Staff held a back-to-school rally which gave the parents the opportunity to meet their child's teacher, the staff of the school, visuals and handouts of what is the proper uniform.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Along with our community school partner we attended organizational functions within the community that parents and students of Caldwell Academy frequently visit. In addition to attending these events the school continually works to foster relationships with these organizations to increase our outlet for funneling information to our parents and community.	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>To increase parent visibility in the school we have held at least one monthly event for families of Caldwell, for example: Parent Day (parents were given the opportunity to shadow their child for part of the day and also take a family portrait.), Family Movie Night, and also various academic workshops. This is in addition to our monthly LSC meetings, NCLB meetings and specific grade level meetings.</p> <p>Family events such as "Movie Night" and "Parent Day" have become positive activities that have worked to build an ongoing relationship between parents and staff.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School has provided families the opportunity for onsite immunizations, and dental and vision screenings. Our school supports parents by providing workshops, social referrals, and out-of-school time academic support. School offers male mentoring and female mentoring programs to students of Caldwell Academy.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	When students enter the 7th and 8th grade they are provided with information on choosing the college or career path in which they would like to pursue.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school counselor as well as the classroom teacher of 7th and 8th grade students provide support to these students which enables them to explore the path of their choice. Higher achieving students were invited to participate in the Beta Club. During Beta club session these students discuss their plan of taking courses that will advance their abilities academically.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	After conducting a schoolwide student survey, the ILT team was able to develop a plan to implement several extracurricular activities that are aligned with students of all academic levels. Some of these activities include, For Girls Only, The Beta Club, E-Reader		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Caldwell Academy has participated in the Common Core State Standard Assessment during quarter 1 and during quarter 3 when assessing the students was optional. We believe that in order to ensure that our students are progressing towards college and career readiness we must administer the assessment that will give</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>This does not apply to our school.</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Caldwell Academy tries to make the transition into Kindergarten as well as into all benchmark grades as smooth as possible. We have developed parent informational meeting for students entering these grades to ensure that all parents understand what is being required of their children as they enter into these key grade levels in their educational journey to college and/or into the career of their chose.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Based on the 2010-2011 ISAT test scores, which shows 61% of our students are meeting or exceeding the standards in Reading and 70% of our students are meeting or exceeding in Math, our students needed more support in Reading. Discretionary funds were used to support the lowest 10 students across grade levels. Caldwell Academy as partnered with the Community School Program to develop parent workshops, afterschool activities for students, as well as professional developments for staff.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Hiring is conducted after a vacancy or expected vacancy is identified. We actively work to build a pool of potential staff members through internships. A multistep interview process is conducted which includes questioning and classroom lesson demonstrations. The interviews are conducted by the ILT team.	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Caldwell has designated times for teacher collaboration. These times occurs at the 7:30 a.m -8:00 a.m. four days per week. Teachers also are given common planning time which they can use to meet across grade bands and/or across curriculum areas weekly. Teachers are given six preparation periods per week each at 45 minutes. Teachers are also given a "teacher buddy" that will assist them with identifying rigor as well as how to implement rigor using the backwards planning model. "Teacher Buddy" meetings occur each Wednesday during the 7:30 a.m. - 8:00 a.m. preparation	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is that we have the highest expectations for every student that attends Caldwell Academy. We believe that elementary school lays the foundation for a student's educational career. At Caldwell Academy we will give every student a quality education full of rigor and exceptional instructional practices that pave the way for all continual learning and growth and ensure that every student is college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	LITERACY - Aligning instruction to meet Common Core Standards is the blueprint for literacy instruction at Caldwell Academy. Ensuring that each student and staff member in grades K-8 is knowledgeable of the Common Core Standards and can demonstrate understanding and knowledge gained through performance is the expectation at Caldwell.	Based on 2010 and 2011 ISAT data it shows that our students made a 9% gain in reading. We would like to Increase reading proficiency in each of our students in grades K-8 by a minimum of 11% by June 2013 as measured on the ISAT and DIBELS which will be our indicators of success. Other indicators of success for the 2012-2013 school year will be NWEA, Common Core Quarterly Assessments, and other benchmark assessment required. We would also like to improve reading proficiency for all students by a minimum of 9% assessed with Fall, Winter, and Spring Benchmark Assessments. These will help decrease the amount of students attending summer school in each benchmark grade level by at least 50%
2	MATHEMATICS - Every grade level increasing the amount of students exceeding in the content area of math will come by way of aligning instruction to reflect Common Core State Standards. Implementing differentiation and ensuring that students receive rigorous instruction will be in place to accommodate the various learning styles of students.	Based on 2010 and 2011 ISAT data it shows that our students made a 6% gain in math. We would like to Improve mathematics proficiency for all students (94.4% economically disadvantaged) by a minimum of 8% by June, 2013. The indicators of success will be student authentic assessment and performance on NWEA and MClass assessments. This will also help decrease the amount of students attending summer school in each benchmark grade level by at least 50%
3	Science- Every grade level will focus on teaching Science daily through the usage of Informational text and hands-on experiments throughout the school year. The text based knowledge will be taught across the curriculum while experiments will be conducted during the Science time block. All Science curriculum will be common core aligned.	Based on our ISAT data from previous school years our students dropped 3%-5% in Science. We would like to increase all students proficiency in Science by a minimum of 5% each year going forward. The indicators of success will be performance tasks which will be Common Core aligned, ISAT for the 2012-2013 school year, and the PARCC Assessment for the following years.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
LITERACY - Aligning instruction to meet Common Core Standards is the blueprint for literacy instruction at Caldwell Academy. Ensuring that each student and staff member in grades K-8 is knowledgeable of the Common Core Standards and can demonstrate understanding and knowledge gained through performance is the expectation at Caldwell.	Based on 2010 and 2011 ISAT data it shows that our students made a 9% gain in reading. We would like to increase reading proficiency in each of our students in grades K-8 by a minimum of 11% by June 2013 as measured on the ISAT and DIBELS which will be our indicators of success. Other indicators of success for the 2012-2013 school year will be NWEA, Common Core Quarterly Assessments, and other benchmark assessment

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will utilize NWEA data, teacher made performance assessments, and other pertinent data to determine progress or growth.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		We are prepared to start at the onset of the 2012-2013 school year.
Each student in grades K-8 will have a literacy portfolio as a means for tracking deficiencies and assessing weekly progress	Instruction	All	All classroom teachers	Quarter 1	On-going		We are prepared to start at the onset of the 2012-2013 school year.
Teachers will follow the balanced literacy model to ensure all Common Core standards are met by way of rigor and project-based instruction. (Teacher will follow recommended daily literacy minutes for extended school day.)	Instruction	All	All classroom teachers	Quarter 1	On-going	On-Track	Resource binders will go home with teachers in June. This will include lesson plan templates, planning guides, and other resources for full implementation.
Obtain complex informational text for all grade levels.	Instructional Materials	All	All classroom teachers/Administrators	Quarter 1	Quarter 1		Funds for purchasing complex text has been allocated in the budget.
Teachers will design lessons/units that are aligned with standard-based objectives, incorporates knowledge of students, appropriate level of rigor, and the use of complex text and a variety of materials and resources. (Technology)	Instruction	All	All classroom teachers	Quarter 1	On-going		The ILT team will assist teachers with implementing the planning guide and following the curriculum map.
Teachers will utilize a new lesson plan template which will require the use of the backwards planning design, rigor, and real world connections.	Instruction	All	All classroom teachers	Quarter 1	Quarter 1	On-Track	Ongoing professional developments on rigor, backwards planning, and unpacking common core standards are already in progress.
			All classroom teachers				
			All classroom teachers				
			All classroom teachers				

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
MATHEMATICS - Every grade level increasing the amount of students exceeding in the content area of math will come by way of aligning instruction to reflect Common Core State Standards. Implementing differentiation and ensuring that students receive rigorous instruction will be in place to accommodate the various learning styles of students.	Based on 2010 and 2011 ISAT data it shows that our students made a 6% gain in math. We would like to improve mathematics proficiency for all students (94.4% economically disadvantaged) by a minimum of 8% by June, 2013. The indicators of success will be student authentic assessment and performance on NWEA and MClass assessments. This will also help decrease the amount of students attending summer school in each

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will utilize NWEA data, teacher made performance assessments, and other pertinent data to determine mastery of a concept.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		We are prepared to start at the onset of the 2012-2013 school year.
Each student in grades K-8 will have a Mathematics portfolio as a means for tracking deficiencies and achievements.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		We are prepared to start at the onset of the 2012-2013 school year.
Teachers will utilize the Math Common Core Planning Guides to implement the standards and to ensure mastery of all Common Core Math Standards. (Teachers will follow recommended daily math minutes for extended school day based on their grade level.)	Instruction	All	All Classroom Teachers	Quarter 1	On-going		The ILT team will assist teachers with implementing the planning guide and following the curriculum map.
Teachers will design lessons/units that are aligned with standard-based objectives, incorporates knowledge of students, appropriate level of rigor, and the use of a variety of materials and resources including Technology.	Instruction	All	All Classroom Teachers	Quarter 1	On-going	On-Track	The ILT team will assist teachers with implementing the planning guide and following the curriculum map.
Teachers will utilize a new lesson plan template which will require the use of the backwards planning design, rigor, and real world connections.	Instruction	All	All Classroom Teachers	Quarter 1	Quarter 1	On-Track	Ongoing professional developments on rigor, backwards planning, and unpacking common core standards are already in progress.

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Science- Every grade level will focus on teaching Science daily through the usage of Informational text and hands-on experiments throughout the school year. The text based knowledge will be taught across the curriculum while experiments will be conducted during the Science time block. All Science curriculum will be common core aligned.	Based on our ISAT data from previous school years our students dropped 3%-5% in Science. We would like to increase all students proficiency in Science by a minimum of 5% each year going forward. The indicators of success will be performance tasks which will be Common Core aligned, ISAT for the 2012-2013 school year, and the PARCC Assessment for the following years.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will utilize teacher made performance assessments and other pertinent data to determine mastery of a concept.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		We are prepared to start at the onset of the 2012-2013 school year.
Teachers will utilize the Common Core Standards as well as the Office of Teaching and Learning's K-8 Learning Targets to help implement all standards and ensure mastery of each concept expected for their grade level.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		The ILT team will assist teachers with implementing the planning guide and following the curriculum map.
Teachers will design lessons/units that are aligned with standard-based objectives, incorporates knowledge of students, appropriate level of rigor, and the use of a variety of materials and resources including Technology to drive instruction throughout the school year. Teacher will be required to incorporate Science across the curriculum as well as lab time 3 times a week for all students.	Instruction	All	All Classroom Teachers	Quarter 1	On-going		The ILT team will assist teachers with implementing the planning guide and following the curriculum map.
Functional Science Lab per grade band which has all materials needed for students to master concepts taught during lab time.	Instructional Materials	All	All Classroom Teachers/Administrator	Quarter 1	Quarter 1		A new Science Lab will be created for the intermediate department.
Teachers will utilize a new lesson plan template which will require the use of the backwards planning design, rigor, and real world connections.	Instruction	All	All Classroom Teachers	Quarter 1	Quarter 1		Ongoing professional developments on rigor, backwards planning, and unpacking common core standards are already in progress.

