CIWP

2012-2014 Continuous Improvement Work Plan

Johann W von Goethe Elementary School

Fullerton Elementary Network

2236 N Rockwell St Chicago, IL 60647

ISBE ID: 150162990252220

School ID: 609942

Oracle ID: 23341

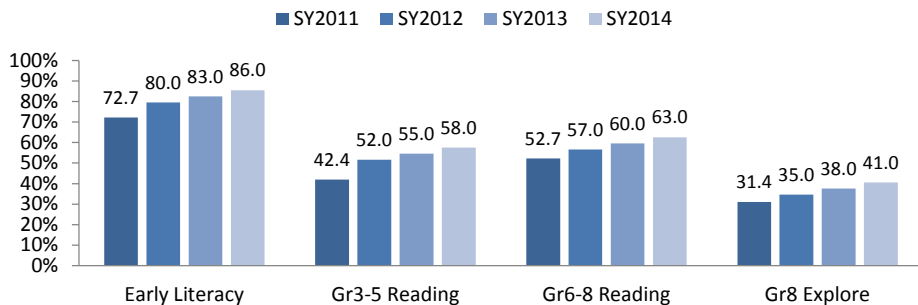CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Goethe will build curricula aligned to the Common Core Standards to support students versatility in reaching college and career readiness paths. Teacher professional development will focus on technology instruction, differentiation, scaffolded strategies and best teaching practices and implementation througjout the curriculum.
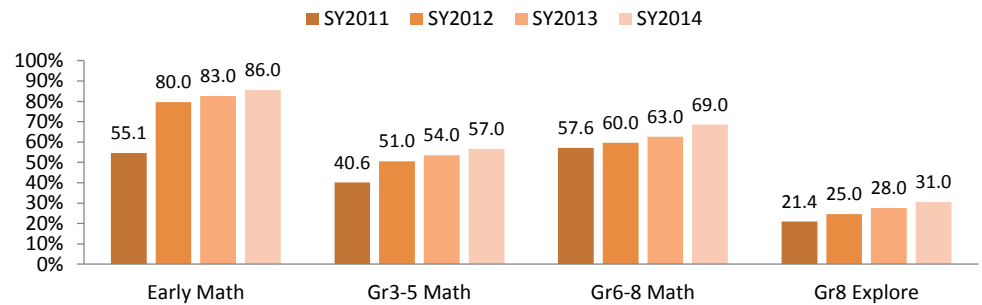
Strategic Priorities

1. Develop a comprehensive pre-k through eighth grade balanced literacy curriculum with consistent professional development to support scaffolds of skills, strategies, and benchmark assessments using complex text in fiction and non-fiction to support students learning to read and reading to learn.

2. Establish a cohesive school-wide math initiative that builds solid mathematical foundation with ample professional development, skill practice, critical thinking and multi-step problem solving that is differentiated across all math strands.

3.

4. Refine a stronger Response to Intervention program.

5. Align instructional practices and assessments to the Common Core Standards across the curricula.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	72.7	80.0	83.0	86.0
Gr3-5 Reading	42.4	52.0	55.0	58.0
Gr6-8 Reading	52.7	57.0	60.0	63.0
Gr8 Explore	31.4	35.0	38.0	41.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	55.1	80.0	83.0	86.0
Gr3-5 Math	40.6	51.0	54.0	57.0
Gr6-8 Math	57.6	60.0	63.0	69.0
Gr8 Explore	21.4	25.0	28.0	31.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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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:	Johann W von Goethe Elementary School

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
Barbara Kargas	Principal
Raquel Gonzalez	Assistant Principal
Lydia Wu	Classroom Teacher
Kate Laible	Special Education Faculty
Laura Lequesne	LSC Member
Allyn Teti	LSC Member
Maria Bonet	ELL Teacher
Cassie Creswell	Parent/ Guardian
Huu Nygen	Parent/ Guardian
Matt Johnson	Other
Elise Doody-Jones	LSC Member
Tamra Thetford	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	72.7	80.0	83.0	86.0	**Early Math** % of students at Benchmark on mClass	55.1	80.0	83.0	86.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.4	52.0	55.0	58.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.6	51.0	54.0	57.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.6	50.0	53.0	57.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	80.2	60.0	63.0	66.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	52.7	57.0	60.0	63.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	57.6	60.0	63.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.6	60.0	63.0	66.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.2	60.0	63.0	66.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	31.4	35.0	38.0	41.0	**Explore - Math** % of students at college readiness benchmark	21.4	25.0	28.0	31.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.8	97.0	97.0	97.0	**Misconducts** Rate of Misconducts (any) per 100	5.6	4.0	3.0	2.0

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	76.5	79.0	82.0	86.0	**ISAT - Reading** % of students exceeding state standards	17.6	23.0	27.0	31.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.6	91.0	93.0	95.0	**ISAT - Mathematics** % of students exceeding state standards	24.9	34.0	41.0	45.0
ISAT - Science % of students meeting or exceeding state standards	82.7	84.0	87.0	90.0	**ISAT - Science** % of students exceeding state standards	10.0	16.0	21.0	26.0

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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
	Goals and theory of action	-->		**3**
DIMENSION 1: Leadership	• 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.	• 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.	• Grades K-2 goals for DIBELS, IDEL and mClass is 80% mastery. • Weekly progress monitoring for students who are in red. • Biweekly monitoring for students in yellow. • Grades K-2 classroom teachers are progress monitoring students in after school targeting transformational and acceleration students. • Grades 3-5 NWEA goals are Reading 52%, Math 51%. • Grades 6-8 NWEA goals are Reading 57% Math 60%. • Grades 3-8 use Compass Learning, Achieve 3000, Raz Kids, and Math Score for reading and math differentiated programs. • Students are progress monitored. • Goal setting meetings follow each term after testing.	
	Principal Leadership	-->		**3**
	• 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.	• 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.	Principal Leadership • The administration team oversees the ILT cycles of learning with accountability measures that are tracked and recorded. • The administration team meets with staff to set academic and professional goals for the upcoming year. • Weekly grade level meetings are held. • Administration has outlined protocols and team meeting notes are tracked. • Student progress is monitored and tracked. • Grade level meetings plan and work on common lesson planning. • Grade level teams review student work. • Administration reviews math and reading extended responses and provide feedback. • ISAT and NWEA data is analyzed to determine areas of support. • ISAT and NWEA transformational and acceleration groups are formed based on student data. • Weekly progress monitoring of transformational and acceleration	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Teacher Leadership • Teachers at Goethe are active participants in school-wide planning and decision making in the following areas: o ILT o Grade teams o RTI o Collegial observations o Committee chairs o Data team o Social committee o CWIP o Academic and extra-curricula activities o Union representative • Teacher leads will organize activities in various content areas within and outside of the school day. • Teachers initiate, pursue and attend professional development. • Peer coaching is a common practice.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	Instructional Leadership Team • ILT is comprised of representative teachers from each grade level including special education. • ILT meets each week for 1 and 15 minutes to set, develop and monitor a 6-8 week cycle of learning on an agreed core topic. • ILT members report back to their grade level on school-wide initiatives, and plan implementation pieces around a core content area designated for a 6-8 week period. • ILT guides and supports the planning in staff development. • ILT leads professional discussions on professional readings. • Plans learning walks. • Participates in the planning of Common Core curriculum development. • Develops measureable goals that track student progress in the learning cycle.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Monitoring and Adjusting • Monitor data at grade level meetings. • Monitor grade books and benchmark testing for fidelity and make adjustments to ensure grade levels are on same page. • Monitor NWEA data and provide learning profiles according to students' RIT bands. • Create before and after school programs based on student outcomes. • Monitor lesson plans and provide feedback.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	**Curriculum**	-->		**2**
	• 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.	• 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.	Curriculum • Grade levels have a scope and sequence in Math Trailblazers, Comprehension Toolkit, FOSS, SEPUP, Phonics, Writer's Workshop and in a wealth of supplemental materials that are aligned to Illinois Standards. • Teachers working together on common units of instruction. • Teachers use fiction and non-fiction text with appropriate levels of complexity. • Special education and bilingual teachers are working with grade teams to develop accommodations & modifications to meet the needs of students with disabilities and ELLs' to gain content knowledge and skills. • Teachers are working on developing assessments to track student learning. Plan and implement curriculum nights.	
	Instructional materials	-->		**3**
	• 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.	• 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).	Instructional Materials • Grade level teams have a curriculum map for math, writer's workshop, science, social studies, and comprehension toolkit. • Grade level teams have common units aligned. • Leveled reading resources are available in English and Spanish. • Leveled software programs are available in English and Spanish. To be implemented • Align current resources to Common Core Standards. • Order instructional materials for classroom libraries in English and	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	• 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.	Assessment • NWEA and school-wide data is organized and available to all staff after each assessment. • Teachers meet with students to review set and adjust quarterly goals. • Grade levels review Fountas and Pinnell benchmark assessments to regroup and differentiate accordingly. • The following diagnostic assessments are used to determine students needs on the learning continuum: F&P benchmarks, NWEA results, ISAT, DIBELS, IDEL, mClass. • Accommodations are in place for ELLs and students with special needs. • Lesson plans are evaluated following the accommodation plan for students in conjunction with WIDA Standards for bilingual students and IEP goals for special education students. To be implemented: • Development of internal assessments completed at each grade level aligned to common instruction.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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.	• 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.	Instruction • Emphasis is placed on instructional plans with a clear teaching point aligned to standards based learning. • Teachers' lesson plans contain outcomes of students' learning • Inclusion of computer data highlights outcomes of students' learning. • Writer's workshop lesson plans follow best teaching practices. • Strategy toolkit follows best teaching practices. • Lessons include formative assessments through activities, quizzes and performance tasks to highlight learning and inform next instructional steps. • Teacher reflections of instructional delivery provide insight into student learning and informs next instructional plan. • Observations of instruction show evidence of scaffolds in order to promote students' thinking and understanding of teaching point. • Differentiated instruction is provided to meet varying students' needs. • Teachers use the RTI pyramid to follow differentiated instructional	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	• RTI plan outlines the intervention steps to address students' needs for academic or behavioral interventions with systems in place to monitor student progress. Tier 1 instruction strives to reach 85% student learning outcomes. • Teachers target students who did not achieve understanding. • Teachers use small group instruction as a Tier 2 step to provide additional support to students working to understand lesson objectives. • Students in Tier 2 are progress monitored weekly using graphs and charts. • Students in Tier 3 are identified and given outside classroom support, interventions and progress monitored consistently. • For students who are served in Tier 3 that do not meet progress, a domain meeting will be held with the RTI interventionist, special education staff, auxillary team to	
Whole staff professional development	-->		**3**
• 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.	• 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.	Professional development is planned and aligned to differentiate individual, group and grade cycle needs and school-wide priorities: 1) Phonics professional development for K-2 2)New teacher orientation 3)Extended reading and math K-8 4)Strategy toolkit 5)School-wide seminar with Stephanie Harvey 6)Collegial observations for writer's workshop for new teachers. 7)Administrative coaching for lessons planning and curriculum development for new teachers. 8)School-wide P.D. on NWEA data	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	• Teachers meet weekly as a team to plan lessons, evaluate student learning and student work. • Teacher teams meet with administrative team to evaluate data. • Grade cycles meet for articulation across grade levels. • RTI, special education, and classroom teachers meet to analyze student progress with students in Tier 2 and Tier 3 and determine next steps. • All grade level team meetings include bilingual, special education and other pertinent staff. • ILT members communicate information to each grade level. • Protocols for teacher meetings are in place.	
	Instructional coaching	-->		**3**
	• 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.	• 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.	• The coaching plan identifies teachers in need. • The administrative leadership team works with teachers before, during and after school. • New teachers have orientation meetings during the summer for building tours, programs, procedures, and handbook study. • Grade level teacher teams and individual teachers attend professional development based on their needs. ie: Math Trailblazers, phonics, Writer's Workshop, guided reading, learning centers, etc. • Teachers meet individually or as grade teams with admin. team for pertinent issues that arise. • Extra trainings, feedback on lessons or plans are provided to promote teacher growth. • Peer collaboration and observations are in place for teachers to view colleagues and promote professional growth.	

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DIMENSION 4: Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	• School expectations are reinforced by all staff as teachers outline standards of achievement and expectations. • Student council serves as a civic model and forum where representatives elected by their peers come to meetings bimonthly to address issues and plan school-wide activities. • The school is developing an intentional plan to build and maintain a college going culture: • Middle school college readiness program • Begin the school year with an open house forum for middle school students and their parents to outline our college career path plan for	
	Relationships	--->		**4**
	• 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.	• 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.	• Develop a middle school advisory program in which groups of students will be matched with an adult advisor. • School-wide patterns of respect between all adults and students are modeled and experienced on a daily basis. • Staff members, students and families engage in our school-wide Bucket Filling philosophy. • All students (gen. ed., bil. sped. ed.) are fully engaged in the school community. • Our school provides physical, academic and social programs before, during and after school. • The school embraces cultural diversity and tolerance.	
	Behavior& Safety	--->		**3**

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Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	• The school follows the "Bucket Filling" positive behavior model. • The school has a differentiated behavioral intervention model based on student needs that is focused on positive behavior. • Staff works together to maintain a safe, welcoming school environment. • The school launches at the beginning of the year a school-wide "meet the faces of Goethe" assembly. • Each classroom teacher outlines the school rules and internal expectations in the beginning of the school year.	

Date Stamp November 22, 2012

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
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	• 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 begins with an open house . • Staff outlines relevant information emphasizing the partnership between home and school. • A welcome back to school parent letter and parent handbook are given to all families outlining school policies and procedures. • Informational meetings are planned for parents throughout the school year. • The school offers opportunities and invites parents to become involved and learn about extra- curricular programs. • Eighth grade high school information night provides parents and students with information about the application process and high school entrance requirements. • Parent conferences outline CPS promotion policies for benchmark	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	• Monthly school-wide newsletter goes home that highlights school and classroom activities. • Individual classroom teachers send home letters to parents regarding student progress. • Communication efforts are made to parents by the office, administration, counselor, and classroom teachers to communicate student learning, achievement, progress, and behavior.	
	Bonding	-->		**4**

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	• 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.	• Goethe has had a open door policy for guests and parents. • The administration and staff motivate and encourage families to become engaged. • The school hosts various opportunities throughout the year for families and the entire community to participate in activities centered on performances, exhibits, curriculum, celebrations of student achievement and educational parent workshops.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• Outreach programs offer parents support in areas of specialized needs: o DePaul Counseling Services provide individual and family counseling o Illinois Masonic Counseling Services o Youth Guidance Services	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• 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.	• Student advisory group will counsel middle school students to the types of options available for high school with entrance requirements. • Information on both selective enrollment and specialty schools will be provided.	
Academic Planning	--->		**2**
• 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.	• 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.	• Develop a rigorous curriculum in preparation for entrance to top tier high schools. • Through the advisory program, students will receive support in their high school planning and preparation. • Middle school presentations will provide advisory on college and career bound pathways. • Inventory students' strengths in planning for future goals.	
Enrichment & Extracurricular Engagement	--->		**3**
• 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.	• 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.	• Goethe offers the following variety of academic and extracurricular before and after school programs for its students: o Sports o Soccer for 3rd -8th graders, flag football, baseball, basketball,	

N 6: College and Career Readiness Supports

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
College & Career Assessments	-->		**2**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Our 8th grade students take the Explore Assessment. • Goethe school will examine programs and structures to schedule an advisory block that will address performance and college and career assessments.	
College & Career Admissions and Affordability	-->		**2**
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	• College informational meetings will be held that will cover topics such as tuition, scholarships, and FAFSA.	
Transitions	-->		**3**
• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	• Teachers will meet within and across grade levels to determine exit criteria for each grade level with special attention to the transitions at benchmark grades. • Teachers at benchmark grades pre-k to kindergarten will maintain early childhood centers that foster the importance of play in children's work.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• 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.	• 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.	• Discretionary resources are used to staff teachers to lower class size and address priorities through lower student ratios. • Outstanding funds are used to purchase resources that align with professional development goals, materials needed, technological needs, and build leveled book collections that align to the curricula. • School actively pursues opportunities for outside funding through community partnerships. • School evaluates resources needed to support student growth, and instructional delivery in all content areas. • School has a priority list of needs for technological equipment.	
	Building a Team	-->		**3**
	• 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.	• 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.	• Examine current grade staffing needs. • Evaluate current grade level staff for their strengths and needs. • Review end-of-the-year grade level staff preferences for upcoming school year. • Align internal staff with their certifications. • Build a pool of potential staff from student teaching candidates. • Follow multi-step process for hiring new staff. • Collect resumes, review them and look on DS2 for candidate reviews. • Set-up sets of interviews, where first interview is made with administration and leadership team. Second interview is made with a cohort of staff. Third, interview candidate is asked to teach a lesson when possible. • We debrief with involved staff and examine content strengths and	
	Use of Time	-->		**3**

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	• Longer day will provide students with more hands-on time-on-task for learning activities. • Longer recess and lunch periods. • Longer enrichment periods. • Administration scheduled a 90 minute planning period once a week for teachers. On the other 4 days, teacher will have 45 minute planning periods. • Grade teams will have 3 common planning periods each week and one administrative team meeting.	

Date Stamp November 22, 2012

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

Goethe will build curricula aligned to the Common Core Standards to support students versatility in reaching college and career readiness paths. Teacher professional development will focus on technology instruction, differentiation, scaffolded strategies and best teaching practices and implementation througjout the curriculum.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop a comprehensive pre-k through eighth grade balanced literacy curriculum with consistent professional development to support scaffolds of skills, strategies, and benchmark assessments using complex text in fiction and non-fiction to support students learning to read and reading to learn.	By building and strengthening strategies and skills in vocabulary, reading and writing , and providing consistent professional development, students will be able to meet the challenges of a rigorous curriculum.
2	Establish a cohesive school-wide math initiative that builds solid mathematical foundation with ample professional development, skill practice, critical thinking and multi-step problem solving that is differentiated across all math strands.	NWEA math score is at 57%. By providing foundational math with professional development that works to differentiate in order to support student's critical thinking and multi-step problem solving opportunities, student growth will be postively impacted in test result scores.
3		
4	Refine a stronger Response to Intervention program.	If strong instructional practices are implemented and sound interventions are managed, more students' individual needs will be met and will postively impact students' academic growth.
5	Align instructional practices and assessments to the Common Core Standards across the curricula.	If teaching and learning is driven by Core Standards students will be prepared for college and career paths.

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
Develop a comprehensive pre-k through eighth grade balanced literacy curriculum with consistent professional development to support scaffolds of skills, strategies, and benchmark assessments using complex text in fiction and non-fiction to support students learning to read and reading to learn.	By building and strengthening strategies and skills in vocabulary, reading and writing , and providing consistent professional development, students will be able to meet the challenges of a rigorous curriculum.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT cycles of learning will target specific areas within balanced literacy.	ILT/ Teacher Teams	All	K-8 Teachers	On-going	On-going	On-Track	
Launched in September, daily interactive read alouds to model good reading.	Other	All	K-8 Teachers	Quarter 1	Quarter 4		
Establish a pre-k assessment benchmarks in September to determine pre-k mileage markers for the first quarter of the school year.	Other	Other student group	Pre-K Teachers	Quarter 1	Quarter 4		
Progress monitor consistently using pre-k standards.	Instructional Materials	Other student group	Pre-K Teachers	On-going	On-going		
Establish benchmark data for DIBELS and IDEL .	Other	Other student group	K-2 Teachers and students	Quarter 1	Quarter 4		
Weekly progress monitoring for DIBELS/IDEL students in red, biweely for students in yellow throughout the school year.	Other	Other student group	K-2 Teachers and students	On-going	On-going		
Use F&P phonics program with internal assessments and progress monitoring for students to reach end of year goals for grades K-2.	Instructional Materials	Other student group	K-2 Teachers and students	On-going	On-going		
Begin leveled guided reading program using F&P benchmark assessments kits to establish students beginning reading levels in grades K-8.	Instructional Materials	All	K-8 Teachers and students	Quarter 1	Quarter 4		
Use leveled fiction and non-fiction text in guided reading groups in grades K-5.	Instructional Materials	Other student group	K-5 teachers and students	On-going	On-going		
Monitor use of complex non-fiction for reading in the content areas throgh the use of a teacher log.	Instructional Materials	All	K-8 Teachers and students	On-going	On-going		
Develop middle school reader's workshop.	Instruction	Other student group	6-8 Teachers and students	On-going	On-going		
Develop regular assessments aligned to standards in grades K-8.	Other	Other student group	K-8 Teachers and students	On-going	On-going		

Strategic Priority 1

Expose middle school students to Common Core Standards with use of literature anthologies and non-fiction text connected to content areas in science and social studies.	Instructional Materials	Other student group	6-8 Teachers and students	On-going	On-going		
Time-on-task independent reading will occur at every grade level to build reading stamina and strenghthen application of reading strategies to deepen comprehension.	Instruction	All	K-8 Teachers	On-going	On-going		
Regular formative and summative assessments will inform reading practices at every grade level.	Other	All	K-8 Teachers	On-going	On-going		
Introduce Comprehension Reading Toolkit strategies with assessments following each strategy taught to monitor student progress.	Other	All	K-8 Teachers	On-going	On-going		
Provide differentiated reading supports through technology that tracks student progress on a weekly basis.	Other	All	K-8 Teachers	On-going	On-going		
Use Common Core, NWEA, DIBLES, IDEL to track and monitor student progress.	Other	All	K-8 Teachers and Students	On-going	On-going		
Grades 1-3 use Words Their Way to establish baseline data to prescribe leveled word work to support reading development.	Other	Other student group	K-3 Teacahers and students	On-going	On-going		
Weekly progress monitoring Words Their Way with tracking.	Other	Other student group	K-3 Teachers and students	On-going	On-going		
Consistent assessment for Words Their Way	Other	Other student group	K-3 Teachers and students	On-going	On-going		
Quarterly evaluations of Words Their Way	Other	Other student group	K-3 Teacahers and students	Quarter 1	Quarter 4		
Begin a vocabulary development program with activities and internal assessments for grades 3-8.	Instructional Materials	Other student group	3-8 Grade Teachers and students	On-going	On-going		
Beginning in pre-school launch Writer's Workshop with baseline assessments and followed by writing instruction activities that will scaffold through grades K-8.	Other	Other student group	Pre-K Teachers	On-going	On-going		
Technology progress monitoring using software to support reading from September through June with daily activities and weekly graphs.	Other	All	K-8 Teachers	On-going	On-going		

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
Establish a cohesive school-wide math initiative that builds solid mathematical foundation with ample professional development, skill practice, critical thinking and multi-step problem solving that is differentiated across all math strands.	NWEA math score is at 57%. By providing foundational math with professional development that works to differentiate in order to support student's critical thinking and multi-step problem solving opportunities, student growth will be postively impacted in test result scores.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Kindergarten through grade 2 students in the beginning of year will use mClass assessment to establish baseline data.	Other	Other student group	K-2 Teachers	Quarter 1	Quarter 1		
Weekly math activities to develop skills	Instruction	All	K-8 Teachers	Quarter 1	Year 2		
Weekly progress monitoring for students in red and biweekly progress monitor students students in yellow.	Other	Other student group	K-2 Teachers	Quarter 1	Year 2		
F&P Benchmark assessments at end of each quarter.	Other	Other student group	K-8 Teachers	Quarter 1	Year 2		
Math Score BOY, use benchmark assessments to establish baseline for all K-8 students.	Other	All	K-8 Teachers	Quarter 1	Quarter 1		
	Other	All	K-8 Teachers	On-going	On-going		
Weekly progress monitor Math Score with tracking.	Other	All	K-8 Teachers	Quarter 1	Quarter 4		
K-8 students pre test using Math On Core and are placed according to assessment data.	Instructional Materials	All	K-8 Teachers	Quarter 1	Quarter 1		
Follow unit instruction aligned to Common Core using Math On Core.	Instructional Materials	All	K-8 Teachers	Quarter 1	Year 2		
Implement Math On Core weekly quizzes.	Instructional Materials	All	K-8 Teachers	Quarter 1	Quarter 4		
Implement Math On Core end of unit assessments.	Instructional Materials	All	K-8 Teachers	Quarter 1	Quarter 4		
Implement Math On Core quarterly assessments.	Instructional Materials	All	K-8 Teachers	Quarter 1	Quarter 4		
All grade levels generate common quizzes, tests, and quarterly assessments to track student learning outcomes.	Other	All	K-8 Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

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

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development on computer technology to align and support instruction and differentiation.	Professional Development	All	Teachers	Quarter 1	Year 2		
Professional development on the overview of Odyssey and how teachers can use it to support instruction.	Professional Development	All	Teachers	Quarter 1	Quarter 4		
Professional development on how to use Odyssey to support and assign individual learning profiles to students connected to their NWEA RIT bands.	Professional Development	All	Teachers	Quarter 1	Quarter 4		
Alignment of technology to the Common Core.	Professional Development	All	Teachers	Quarter 1	Quarter 4		
Professional development on differentiation strategies for Tier 2 and Tier 3 support.	Professional Development	All	Teachers	Quarter 1	Quarter 2		
Supporting our literacy initiative in strategy comprehension.	Professional Development	All	Teachers	Quarter 1	Quarter 4		

Strategic Priority 4

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
Refine a stronger Response to Intervention program.	If strong instructional practices are implemented and sound interventions are managed, more students' individual needs will be met and will postively impact students' academic growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evaluate our strengths and weakness of our current RTI model	Other	All	Special Education Teachers, Admin., Case Manager	Summer 2012	Quarter 1		
Meet with RTI team to redefine RTI supports	Other	All	Special Education Teachers, Admin., Case Manager	Summer 2012	Quarter 1		
Develop a binder containing Tier 2 stratgies for classroom support in all curricula areas.	Instructional Materials	All	Teachers	Quarter 1	Year 2		
Define RTI support personnel.	Staffing	All	Administration, Case Manager	Summer 2012	Summer 2012		
Develop an RTI support schedule.	Other	All	Special Education Teachers, Admin., Case Manager	Summer 2012	Summer 2012		
Define Tier 2 and Tier 3 supports	Other	All	Special Education Teachers, Admin.	Summer 2012	Summer 2012		
Professional development on how to track and monitor students' learning to inform intervention plan.	Other	All	Administration, Case Manager	Quarter 1	Quarter 4		
Develop procedures to notify parents of their child receiving interventions.	Parental Involvement	All	Special Education Teachers, Admin., Case Manager	Summer 2012	Summer 2012		
Develop on-going communication system to inform parents of their child's progress in Tier support.	Parental Involvement	All	Special Educaion Teachers, Admin., Case Manager	Quarter 1	On-going		
Appoint teachers to participate on a review board to provide colleagues with assistance and support on Tier 2 documentation.	Other	All	Special Education Teachers, Admin., Teachers	Quarter 1	On-going		
Present staff with revised RTI model	Other	All	Special Education Teachers, Admin.	Quarter 1	Quarter 1		
Provide professional development for teachers on the new RTI model at Goethe and how it will be managed.	Other	All	All	Quarter 1	Quarter 1		
Implement RTI model	Other	All	All	Quarter 1	On-going		

Strategic Priority 4

Strategic Priority 5

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
Align instructional practices and assessments to the Common Core Standards across the curricula.	If teaching and learning is driven by Core Standards students will be prepared for college and career paths.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for teachers on how to deconstruct the Common Core Standards in Literacy.	Professional Development	All	K-8 Teachers	Summer 2012	Quarter 4		
Provide time for teachers to align our current curricula to the CPS Content Literacy Framework.	ILT/ Teacher Teams	All	K-8 Teachers	Summer 2012	Summer 2013		
Provide time for teachers to develop common assessments aligned to Common Core.	ILT/ Teacher Teams	All	K-8 Teachers	Quarter 1	Year 2		
Order content area resources in social studies and science support Common Core Standards.	Instructional Materials	All	K-8 Teachers & Admin.	Summer 2012	On-going		
Provide professional development for teachers on the CPS Literacy Content Framework	Professional Development	All	K-8 Teachers & Admin.	Quarter 1	Quarter 4		
Provide professional development for teachers on the CPS Math Content Framework	Professional Development	All	K-8 Teachers & Admin.	Quarter 1	Quarter 4		
Provide time for teachers to collaborate and develop interdisciplinary units aligned to Common Core.	ILT/ Teacher Teams	All	K-8 Teachers & Admin.	Summer 2012	Year 2		
K-8 teachers will begin implementation of the Common Core State Standards, using unit 1 of the Framework for Content Standards in Literacy.	Other	All	K-8 Teachers & Admin.	Quarter 1	Quarter 2		
6th-8th grade teachers will begin implementation of the Common Core State Standards, using the Framework for Content Standards Math Bridge Plan.	Other	Other student group	6-8 Teachers & Admin.	Quarter 1	Quarter 4		

Strategic Priority 5