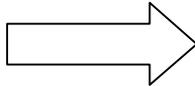
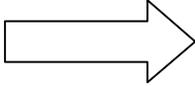
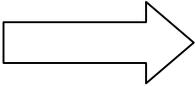
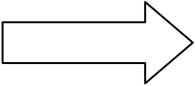


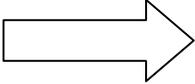
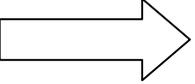
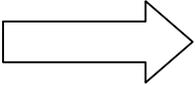
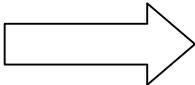
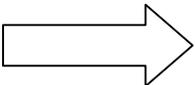
Curriculum, Instruction and Assessment

Action Statement	Evidence of Success 2014-15	Evidence of Success 2015-16
<i>Implement programming district-wide that reflects and honors the cultural diversity of D124.</i>		
<ul style="list-style-type: none"> Utilize PLC Time to develop Lesson Standards and Formative Assessments for Math and Language Arts Curriculum in grades K-8. 	District-wide K-8 math and language arts curriculum maps that contain formative and summative assessments for each unit of study.	
<ul style="list-style-type: none"> Survey parents and students for feedback regarding interest and engagement. 	At least 10% of District households will complete the annual Climate Survey.	
<ul style="list-style-type: none"> Increase opportunities for engagement by students, parents, and community members. 	Google analytics will reflect increased traffic on the District website compared to 2013-14; each quadrant of the District will be represented at community events and town hall meetings.	
<ul style="list-style-type: none"> Incorporate primary source documents, artwork, literature and music of various cultures into K-8 content-area curriculum. 		K-8 curriculum maps reflect primary source documents and culturally significant music, art, and literature as resources in each unit of study.
<ul style="list-style-type: none"> Offer after-school clubs and activities at all District schools that celebrate and honor the Diversity of the District. 		The District will develop a calendar and schedule that includes after-school academic and enrichment offerings at each school and 80% of participants will feel that the offerings met or exceeded their expectations. <ul style="list-style-type: none"> Before school study hall implement at CMS in October
<i>Provide and monitor a consistent and viable curriculum to all students in D124.</i>		
<ul style="list-style-type: none"> Develop schedules and classroom structures that allow teachers enough time to deliver essential instruction and enough time for students to learn it. 	Master schedules at each school reflect uninterrupted blocks of meaningful instructional time as well as regular time allotted for team collaboration.	
<ul style="list-style-type: none"> Align written, taught, and assessed curriculum in all content areas in grades K-8. 	District-wide K-8 curriculum maps reflect alignment with CCSS and Common Core standards.	100% of unit plans and assessments collected by principals at each school will show evidence of alignment among written, taught, and evaluated curriculum.

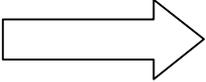
Revised 12-03-15 Items listed in *BLUE = in progress.....GREEN = completed for 2014-15 SY....BLACK = insufficient data at this time*

<ul style="list-style-type: none"> Ensure that parents have regular access to student performance data. 	Parent survey results will show that 80% of parents and guardians report regular access to, and understanding of, student performance data.	
<ul style="list-style-type: none"> Establish clear and measurable learning goals that focus on student learning and academic growth. 		District-established goals for individual student and sub-group target growth in the areas of reading and math MAP tests will be met or exceeded on an annual basis.
<ul style="list-style-type: none"> Ensure District-wide interventions for students who require additional support. 		<p>Students involved in extended school year, extended day, after school, Response to Intervention, Enrichment, and tutorial programs will meet target goals in math and reading as measured on Fall to Winter MAP test.</p> <ul style="list-style-type: none"> Recommendations for revised summer school planning presented to Board in October 2015
Commit to content area differentiation that meets the needs of all learners.		
<ul style="list-style-type: none"> Support teachers' efforts to continually enhance their pedagogical skills through reflection and professional growth plans. 	At the end of the year, the teacher's professional goals will be met with the support of the building principal.	
<ul style="list-style-type: none"> Implement and monitor research-based instructional practices throughout each school. 	Quarterly walk-through documents submitted to the Superintendent will record an increase in the implementation of research-based instructional practices. The checks will show an increase in the intervention programs be implemented with integrity.	
<ul style="list-style-type: none"> Incorporate a variety of student assessment data to make decisions about programming. 		<p>Evaluation of common assessments will be compared to the curriculum and changes will either be made to the curriculum or assessment OR support will be given to teachers implementing the programs/curriculum.</p> <ul style="list-style-type: none"> Common Assessments being developed through fall grade-level meetings
<ul style="list-style-type: none"> Develop summer enrichment opportunities that meet the diverse needs and interests of all students. 	80% of participants in the summer enrichment programs will feel that the offerings met or exceeded their expectations.	
Implement targeted instruction which focuses on critical thinking and		

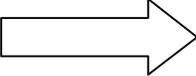
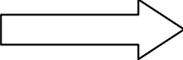
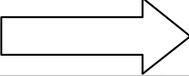
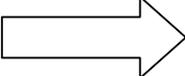
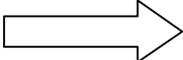
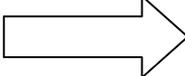
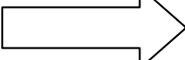
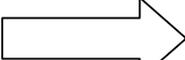
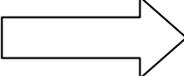
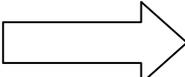
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<i>problem-solving, collaboration, adaptability, effective communication, accessing and analyzing information, while fostering curiosity and imagination.</i>		
<ul style="list-style-type: none"> • <i>Relate classroom lessons to students' lives.</i> 	Each unit in math and reading will have one real-world activity that applies newly acquired skills.	
<ul style="list-style-type: none"> • <i>Teach through the disciplines - including foreign languages, sciences, mathematics, the arts, and music.</i> 		Students will be able to articulate a problem, creatively address the problem, and communicate findings in a sophisticated way as measured on the PARCC assessment.
<ul style="list-style-type: none"> • <i>Develop lower- and higher-order thinking skills.</i> 	At least one close-reading passage with text dependent questions is included in all language arts units for each grade level.	
<ul style="list-style-type: none"> • <i>Encourage transfer of learning by applying skills and knowledge gained in one discipline to another.</i> 		Student achievement will be measured with at least one performance-based assessment per unit.
<ul style="list-style-type: none"> • <i>Teach students to learn on their own including how they learn.</i> 		A variety of formative assessments are used to provide student feedback. Mini-conferences are held with each student on a weekly basis; notes from these conferences are collected by the principal and used as a basis for the measurement of success.
<ul style="list-style-type: none"> • <i>Address misunderstandings by giving students opportunities to learn facts for themselves.</i> 		Student-centered learning is evident during 75% of instructional time as measured by principal walkthroughs. Teacher facilitates learning through differentiation strategies.
<ul style="list-style-type: none"> • <i>Understand that teamwork and collaboration is an outcome and promotes learning.</i> 		Students work collaboratively in pairs or small groups for 50% of the instructional class time as measured by principal walkthroughs.
<ul style="list-style-type: none"> • <i>Exploit technology to support learning.</i> 	Technology is utilized in every aspect of the curriculum to build digital literacy.	
<ul style="list-style-type: none"> • <i>Enhance student creativity by encouraging, identifying, and fostering it.</i> 		Walkthroughs and observation data include evidence of student encouragement, explicit teaching about the creative process, and opportunities to produce and build upon novel and valuable ideas. Student work is displayed throughout building.

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<i>Provide planned professional development and collaboration that supports innovative curriculum, instruction, and assessment.</i>		
<ul style="list-style-type: none"> <i>Create a professional development plan based on requirements and needs as determined by state/federal mandates, administrative team rationale, and staff survey to increase student achievement.</i> 	Staff Professional Development surveys report that 80% of planned PD activities met or exceeded expectations.	PLC schedules will reflect opportunities for teachers to collaboratively create and revise common formative assessments.
<ul style="list-style-type: none"> <i>Provide time to develop, absorb, discuss, and practice new knowledge.</i> 		<p>Staff Professional Development surveys report that 80% of planned PD activities met or exceeded expectations.</p> <ul style="list-style-type: none"> Staff Feedback from 10/23 inservice suggests that over 90% felt expectations were met.
<ul style="list-style-type: none"> <i>Use of appropriate materials and activities must be integrated into the daily work of teachers.</i> 	Use of appropriate materials and activities integration will be measured by principal walkthroughs.	
<ul style="list-style-type: none"> <i>Utilize active pedagogy and require teachers to learn in ways that reflect how students should be taught.</i> 	All professional development is supported by current research and best practices and is administered by highly qualified presenters.	
<ul style="list-style-type: none"> <i>Group teachers by same school, department, or grade level.</i> 		Staff Professional Development surveys report that 80% of planned peer collaboration activities met or exceeded expectations.
<i>Create a comprehensive standards based assessment program that utilizes multiple measures of student performance data to support instructional decisions.</i>		
<ul style="list-style-type: none"> <i>Define each type of assessment and state the purposes of each type of assessment.</i> 	A written document that outlines all aspects of assessment for District 124 will be disseminated and understood by all teaching staff.	
<ul style="list-style-type: none"> <i>Establish Assessment Literacy through professional development and coaching</i> 	A written document that outlines all aspects of assessment for District 124 will be disseminated and understood by all teaching staff.	
<ul style="list-style-type: none"> <i>Establish an assessment team</i> 	A written document that outlines all aspects of assessment for District 124 will be disseminated and understood by all teaching staff.	
<ul style="list-style-type: none"> <i>Generate a list of current formative, summative, diagnostic and benchmark assessments that are given to ALL, SOME, and FEW students</i> 	A list of current assessments will be generated by the assessment team and presented to the Superintendent. This list will include <i>all</i> assessments currently administered to which students and specify for what purpose.	

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<ul style="list-style-type: none"> Balance the lists of assessments with the focus in the classroom being formative assessments. 		The list will be extensive and all assessments that are given by all teachers will be included. The list will be used as a foundation for growth in our assessment system.
<ul style="list-style-type: none"> Determine alignment of assessments to standards and validity of test items. 		Assessments are scaffolded so that the same assessment measures various levels of abilities.
<ul style="list-style-type: none"> Evaluate the current assessments to determine the scope of content and the quality of items. 		Assessments are scaffolded so that the same assessment measures various levels of abilities.
<ul style="list-style-type: none"> Design high quality assessments that offer a range of difficulties and measure a range of cognitive processes. 		At the end of each year, all teachers will have an assessment portfolio that contains a sample of every assessment given.
Develop and integrate assessments that allow all types of learners to demonstrate achievement through the use of multiple modalities.		
<ul style="list-style-type: none"> Establish Assessment Literacy district wide regarding performance assessments. 		Teachers can identify the purpose of performance based assessment.
<ul style="list-style-type: none"> Information will be disseminated regarding performance based assessments. 		Teachers learn the process of constructing a performance assessment.
<ul style="list-style-type: none"> Create assessments using a step by step process for designing performance assessment tasks. 		Teachers can construct a performance based assessment using the process gained through professional development.
<ul style="list-style-type: none"> Develop a step by step process for designing performance assessments and train staff on this process by the assessment team. 		The assessment team constructs a performance assessment. The teachers can use the step by step process to design a performance assessment.
<ul style="list-style-type: none"> Include an explanation of the process and examples of student assessments in teachers' assessment portfolios. 		The assessment team constructs a performance assessment. The teachers can use the step by step process to design a performance assessment. An annual audit of teacher assessment portfolios will show that at least 80% of teachers have integrated these learned skills.
<ul style="list-style-type: none"> Share process with students and parents. 		Students and Parents actively participate in conferences regarding students' academic performance. Climate Survey data show that at least 80% of parents feel they understand the performance assessments being used by their students' teachers.

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