

GOAL #1

<p>Student Achievement Goal: To ensure student progress, we will increase the number of students meeting and/or exceeding their growth goals as measured by achievement indicators.</p>
<p>Leadership (Who is responsible?): Staff and administrators</p>

<p><i>Indicator/Strategy</i> What do we need to do?</p>	<p><i>Timeline</i> When will it be accomplished?</p>	<p><i>Dates of Review</i></p>	<p><i>Evidence: Measures/Checks/Products/Artifacts</i> How will we know these are successful?</p>	<p><i>Target</i></p>
<p>1.1 Ensure a guaranteed, viable core curriculum in all content areas</p> <ul style="list-style-type: none"> ▪ Establish and communicate essential learning targets ▪ Implement curriculum that reflects essential learning targets ▪ Establish and implement common local assessments tied to essential learning targets ▪ Differentiate lessons aligned to learning targets ▪ Implement grade level and building level RtI problem-solving teams using data-driven decision making ▪ Implement progress-monitoring tools 	<p>2010-2013</p> <p>2010-2013</p> <p>2010 – 2013</p> <p>2010-2013</p> <p>2011 – Building 2012 – Grade level</p> <p>2010-2013</p>	<p>BOY</p> <p>BOY</p> <p>EOY</p> <p>MOY, EOY</p> <p>EOY EOY</p> <p>BOY, MOY, EOY</p>	<ul style="list-style-type: none"> ▪ Documented essential learning targets ▪ Implement aligned curriculum ▪ Developed assessments ▪ Developed differentiated lessons ▪ Established grade level and building level RtI problem-solving teams utilizing data-driven decision making ▪ Data generated by progress-monitoring tools 	<p>Core curriculum implemented with fidelity, intensity, and integrity</p>

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<p>1.2 Students will meet or exceed annual growth targets in reading and math</p> <ul style="list-style-type: none"> ▪ Establish goal-setting with students based on MAP results ▪ Communicate expected growth targets with parents 	<p>2010-2013</p> <p>2010-2011</p> <p>2010-2011</p>	<p>EOY</p> <p>BOY, EOY</p> <p>November</p>	<ul style="list-style-type: none"> ▪ Evidence of students meeting or exceeding growth targets in reading and math on scorecard ▪ Evidence of MAP student goal setting via goal setting documents ▪ MAP growth communicated with parents annually 	<p>3-5% positive increase in trend data year-to-year for students meeting or exceeding growth targets</p>
<p>1.3 Students will meet or exceed expectations on state testing.</p> <ul style="list-style-type: none"> ▪ Implement research-based programs aligned to underperforming subgroups 	<p>2010-2013</p> <p>2010 - 2013</p>	<p>August</p> <p>BOY, MOY</p>	<ul style="list-style-type: none"> ▪ Evidence on scorecard of student meeting or exceeding expectations on ISATs ▪ Increasing numbers of students in subgroups meeting or exceeding expectations on ISATs 	<p>All students meeting or exceeding expectations on ISATs including underperforming subgroups</p>
<p>1.4 District 89 student achievement data will compare favorably with benchmark districts</p> <ul style="list-style-type: none"> ▪ Compare CCSD 89 student results with other GCC districts (ISAT/MAP/GCC developed assessments) ▪ Compare CCSD 89 student results with like-demographic districts (ISAT) 	<p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p>	<p>August</p> <p>August</p> <p>August</p>	<ul style="list-style-type: none"> ▪ ISAT (3-8) ▪ MAP (2-8) ▪ GCC developed assessments (5 & 8) ▪ ISAT (3-8) 	<p>Consistently rank in the top 3 of all Glenbard feeder schools</p> <p>Consistently rank in top quartile of benchmarked districts</p>

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<p>1.5 Students will make successful transition to middle school and high school</p> <ul style="list-style-type: none"> ▪ Track student success rates at the end of first semester in grades 6 and 8 ▪ Track student attendance rates in 6th and 9th grades ▪ Track students qualifying for 6th grade challenge math and high school honors classes 	<p>2010-2013</p> <p>2010-2011</p> <p>2010-2011</p> <p>2010-2011</p>	<p>End of first semester</p> <p>End of first semester</p> <p>End of first semester</p> <p>End of first semester</p>	<ul style="list-style-type: none"> ▪ Student End of First Semester Grades (grades 6 and 9) ▪ Attendance rates for students in 6th and 9th grades ▪ # of students qualifying for honors classes 	<p>Students are successful in 6th and 9th grades</p>
<p>1.6 Students will be actively involved with the planning and monitoring of their progress</p> <ul style="list-style-type: none"> ▪ Implement students' goal-setting ▪ Encourage students to monitor progress through PowerTeacher 	<p>2010-2013</p> <p>2010-2011</p> <p>2010-2013</p>	<p>K-5 Quarterly 6-8 at trimesters</p> <p>K-5 Quarterly 6-8 at trimesters</p> <p>6-8 at trimesters</p>	<ul style="list-style-type: none"> ▪ MAP Goal Setting (grades 2-8) ▪ Student generated data monitoring plans ▪ Access to Power Teacher at GC and possibly 5th grade at elementary levels 	<p>Increased student ownership of learning</p>

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<p>1.7 Students will be able to apply 21st century skills and integrate technology in their learning to be competitive as future citizens in a global economy</p> <ul style="list-style-type: none"> ▪ Pilot or sample international benchmark assessment tool ▪ Establish roles/responsibilities for technology scope and sequence ▪ Provide professional development around global literacy, cultural competency, financial literacy, economic literacy ▪ Implement explicit instruction around global literacy, cultural competency, financial literacy, economic literacy ▪ Establish use of Relationships/Rigor/Relevance Model 	<p>2010-2013</p> <p>TBD</p> <p>2010-2011</p> <p>2010-2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>MOY, EOY</p> <p>TBD</p> <p>BOY, EOY</p> <p>MOY, EOY</p> <p>BOY, EOY</p> <p>MOY</p>	<ul style="list-style-type: none"> ▪ Implemented global benchmark assessment (TBD) ▪ Integrated technology scope and sequence ▪ Professional development around 21st century skills ▪ Integrated 21st century essential learning targets in curriculum ▪ Documented use of Goal Seal lessons (RRR Model) and Quadrant D lessons 	<p>Students ready to be competitive as future citizens in a global economy</p>

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<p>1.8 Establish professional development and staff evaluation to meet the needs of ALL learners and the requirements of Race to the Top</p> <ul style="list-style-type: none"> ▪ Collaborate with staff to determine what ALL students should know and be able to do ▪ Collaborate with staff to determine how we will know if ALL students are learning ▪ Collaborate with staff to determine what we will do when students are not learning ▪ Collaborate with staff to determine what we will do when students have learned and need to be challenged ▪ Collaborate with staff to determine what changes need to be made to our teacher/principal evaluation instruments in order to be in alignment with the requirements of Race to the Top initiative 	<p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010</p>	<p>EOY</p> <p>BOY</p> <p>Sept., Jan, May</p> <p>Sept., Jan, May</p> <p>Sept., Jan, May</p> <p>BOY</p>	<ul style="list-style-type: none"> ▪ Established essential learning targets for all content areas ▪ Established common assessments for all content areas ▪ Established interventions for all content areas ▪ Established differentiated lessons for all content areas ▪ Detailed list of necessary changes needed for teacher evaluation plan in order to align with Race to the Top and tied to student growth data 	<p>Focused professional development around Rtl and Race to the Top</p>