



Oak Park Elementary School District 97

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D97 Common Core State Standards Implementation Board Report February 4, 2015

During the 2012-2013 school year, Oak Park Elementary School District 97 embarked on developing teachers' capacity around implementing the Common Core State Standards in Math and English Language Arts (ELA). This Board Report is an overview of our current status in the implementation process for both Math and ELA.

Common Core State Standards: Math Implementation

This section of the report will give an overview of our current math curriculum, CCSS math implementation challenges, and an overview of district math professional learning opportunities.

Elementary Schools

Elementary Math Curriculum

In the spring of 2014, a committee of teachers and the former Director of Curriculum and Instruction reviewed three math programs to replace the Everyday Math curriculum: Eureka Math, Go Math, and My Math. Through a process of evaluating each program's strengths and weaknesses in regards to Common Core Math Standards implementation, it was determined that the district would purchase My Math for K-5 teachers for the 2014-2015 school year. There are strengths and challenges with the My Math curriculum:

Alignment	<p>Strengths: Materials identify what students are expected to know and be able to do in each lesson that is consistent with the CCSS.</p> <p>Challenges: Although the relevant Standards of Mathematical Practices for the unit are explicitly identified for some of the problems within lessons, the problems and lessons themselves do not address the Practices and content at the level of rigor described in the standards.</p>
Promotion of CCSS Instructional Shifts	<p>Strengths: Materials highlight coherence between concepts within and across grades.</p> <p>Challenges: Materials do not provide sufficient opportunities to engage in the concepts at the level of rigor described in the standards. The program must be supplemented with rich tasks that promote mathematical thinking, additional application problems, and opportunities for students to write about their understanding.</p>

Assessments	<p>Strengths: Materials include assessment methods that are embedded in the curriculum.</p> <p>Challenges: Materials could be strengthened by providing a more diverse set of assessments that elicit measurable evidence of the most critical aspects of the Common Core at the level of rigor described in the standards.</p>
Instructional Supports	<p>Strengths: Materials support teachers in planning and providing an effective learning experience.</p> <p>Challenges: Materials could be strengthened by including guidance for teachers around how to use a mix of instructional approaches and by embedding additional key pedagogical strategies to support teachers (e.g., checking for understanding and including a range of questions, etc.).</p>
Accessibility	<p>Strengths: Materials include some suggestions for ways to use the materials with a variety of learners and incorporate Response to Intervention.</p>

Although My Math is the elementary core math instructional resource, teachers continue to use resources from Engage NY, Inside Mathematics (<http://www.insidema res resourcethematics.org/>), ISBE Live Binders, North Carolina, and Georgia. Teachers' using a variety of resources to teach any content area is not new. What is currently challenging school districts across the country is determining which resources are actually Common Core aligned (http://blogs.edweek.org/edweek/curriculum/2014/12/the_frustrating_search_for_good_common_core_instructional_materials.html?qs=math+curriculum; <http://www.edweek.org/ew/articles/2014/04/23/29cc-curriculum.h33.html?qs=math+curriculum>). Given this challenge, districts and teachers are combining resources from a variety of sources to create curriculum.

Our current plan is to keep My Math for the 2015-2016 school year. With assistance from our UIC Math consultants, we will review published math curriculums during 2015-2016 and determine if publishers have met the need for embedding higher quality assessments and performance tasks (a weakness of the My Math curriculum).

Elementary Math Calendars

In the spring and summer of 2014, K-5 teacher teams met to create grade-level Math calendars. These calendars were designed to support elementary grade-level teachers with having common pacing, common summative assessments, and references to support resources. From a review of the K-5 math calendars and survey data, teachers are:

- Using My Math and Engage NY as central resources
- Using ISBE Live Binders for common scope and sequence in grades 1-5
- Using North Carolina resources in grades 1 and 5
- Using Georgia resources in grade 5
- Using performance tasks from Inside Mathematics and MARS/Silicon Valley Math Project
- Using digital resources such as Moby Max, Ten Marks, Learn Zillion, and Khan Academy to supplement instruction

Units of study are averaging between 20-35 days. Common summative assessments tend to be given at the unit midpoint and at the end of the unit. Grade level teams are using platforms such as Weebly to house the calendars and links to resources. This spring and summer, we will convene teams of teachers, to review the calendars, make revisions, and share with teachers at the beginning of August.

Elementary CCSS Math Implementation Challenges

Our elementary teachers were surveyed in January 2015 to identify their top two CCSS (ELA and Math) implementation challenges. The top three challenges to implementing CCSS (by grade level band) are:

- Grades K-2
 - Need for more aligned textbooks and materials (60%)
 - More time to collaborate with my colleagues (42%)
 - Need more summative assessments aligned to Common Core Standards (36%)

- Grades 3-5
 - Need for more aligned textbooks and materials (63%)
 - More time to collaborate with my colleagues (46%)
 - Need more formative assessment aligned to the Common Core Standards (30%)

- Elementary-Special Education
 - Need more time to help all students really learn the standards (59%)
 - Need more aligned textbooks and materials (53%)
 - Need more time to collaborate with my colleagues (24%)

We are planning to address these challenges in several ways. As was mentioned earlier in the report, we will engage in an elementary curriculum review process next school year to determine if there are math curriculum available that meet the level of rigor of the standards and also embed problem solving and performance tasks. Teachers also reported using programs that support differentiation such as Moby Max, Ten Marks, Learn Zillion, and Triumph On-Line learning. We need to identify those teachers who are expert users of these programs and create opportunities for them to share their learning with their colleagues. Since these are digital resources, we also need to insure that data coaches are supporting teachers with using these programs in such a way that supports student academic achievement.

Common grade-level planning time at the school level varies by school and is impacted by the number of classrooms at the grade level and the scheduling of the specials. Ideally, teachers would meet at least once a week as a grade-level team and have protocols in place to guide their discussions on planning lessons, analyzing student work, and determining next instructional steps. Given the vertical alignment that is inherent in the design of the Common Core Math Standards, teachers will also benefit from collaborating in vertical teams (K-2 and 3-5) to insure that standards are being taught with advancing levels of rigor and expectation through the grade levels. This spring, we will work with principals to create schedules that allow for weekly grade level collaboration and build in collaboration time between grade level teams (likely during our Wednesday early release professional learning days). With the new teacher contract, there are two additional Institute Days that will allow for additional opportunities for collaboration.

Teachers have expressed the need for common formative and summative assessments. Creating valid and reliable summative assessments that can be used to assess student mastery of grade level standards will be a focus of teacher teams we convene this spring and summer. We are reviewing assessment companies that provide valid and reliable assessment items to districts that also are representative of Next Generation Assessments. Our teacher teams will create assessments unique for our district based on these items.

Middle Schools

Middle School Math Curriculum and Calendars

Several years ago, the middle school math teachers created grade-level calendars (one for each of three courses taught). Since their initial creation, there has not been a process in place for collaborative revision. Revisions are necessary, especially in light of implementing PARCC (there is likely a need for embedding Next Generation Assessments-like PARCC-into the curriculum), IB (connecting IB unit planners to trimester calendars), and the potential introduction of a Geometry course in 8th grade (to coincide with a course progression change at Oak Park/River Forest High School).

It is also necessary to review the math curriculum being used at the middle schools. The resources currently being used are not necessarily aligned to the Common Core Math Standards given that they were published prior to the transition to the Common Core Standards. This will be a focus of our work next year with middle school math teachers and identified school administrators. This work is further explained in the Math Professional Learning section of this report.

Middle School CCSS Math Implementation Challenges

Middle school math teachers will receive their CCSS Common Core implementation survey this month and results will be shared during our Board Report on February 24th.

Math Professional Learning

This year, District 97 is in partnership with the Suburban Cook County Mathematics Initiative (SCCMI). Through this partnership, District 97 has worked with professional development providers and coaches from UIC. Twenty-two elementary teachers and eight middle school math teachers are participating in this year-long professional learning and linked instructional coaching opportunity. The professional learning is focused on deepening teachers' understanding of grade-level standards and the Standards for Mathematical Practice, facilitating student discourse to support conceptual understanding, and understanding performance task design. Our UIC Math coaches as facilitated a session on Math Talks with our 1st and 2nd grade teachers at our January Institute Day. Of the 27 1st and 2nd grade teachers who responded to the Math Talks end-of-session survey, 100% reported that the professional learning was applicable to their mathematics instruction.

A key component of the program is the instructional coaching provided by UIC. The UIC coaches reinforce teachers' professional learning through their observations and feedback sessions. Principals who are earning Administrator Academy credit accompany the coach during the observations. This provides an opportunity for principals to also deepen their understanding of what to look for when observing for the Standards for Mathematical Practice.

SCCMI Consortium has changed their professional development model so that in 2015-2016 Consortium members will have:

- Unlimited access to school-year teacher professional development workshops addressing PARCC readiness by preparing teachers for new standards, higher expectations, and raised cognitive demand in instruction and assessments. Four sessions for teachers of mathematics in grades 6–12, and at least four sessions of teachers of grades K–5, will address various relevant topics.
- Unlimited access to administrator professional development sessions on topics including observing mathematics classrooms, effective supervision, and assessment. At least two will confer Illinois Administrator Academy credit (subject to completion of all ISBE approved course requirements).
- Unlimited access to and expert support with implementation of Silicon Valley Mathematics Initiative and WCMI instructional and improvement resources and tools.
- Unlimited access to periodic seminars on “hot topics” and access to strategic advice for district leadership on decisions on curriculum, assessment, and other policies.
- Priority registration and limited scholarships for the Summer 2015 Common Core Mathematics Institutes.
- Opportunities for networking and collaboration for teacher leaders, teachers, and administrators, and a leadership council for district mathematics leaders to guide the consortium’s work.
- Advance notice of (and assistance in applying for) opportunities to participate in future grant-funded projects providing instructional, leadership, and district improvement support in mathematics, science, or other subject areas.

With the unlimited access to professional learning Consortium membership provides us with, we will be able to increase the number of teachers who participate in their professional development sessions and receive coaching. Additional areas of CCSS Math Implementation our UIC consultants will support us with include:

- Review of math curriculum for alignment to CCSS
- Providing professional learning during our district Institute Days
- Building capacity in our Data Coaches to understand assessment design and integrate best practices of assessment design with technology

Our participation in SCCMI has also created space for us to collaborate with District 90 and District 200. Teachers from grades 6-12 have participated in professional learning and are beginning to build collaborative relationships. These collaborative relationships are crucial given the upcoming changes to Oak Park/River Forest High School’s math course sequence. They are planning to move the Geometry course offering to freshman year. This will impact District 97’s math course offerings for 8th graders. Our Tri-District Collaboration meetings this spring, facilitated in collaboration with UIC, will focus on creating a 6-12 math course progression for stakeholder groups, understanding our instruction by analyzing our math assessments, and creating a plan for continued collaboration in the 2015-2016 school year.

Common Core State Standards: English Language Arts Implementation

This section of the report will give an overview of our current English Language Arts (ELA) calendars and curriculum, CCSS ELA implementation challenges, and an overview of district ELA professional learning opportunities.

Elementary Schools

Elementary ELA Calendars

During the 2012-2013 school year, Oak Park Elementary School District 97 K-8 teacher leaders from across our schools collaboratively created ELA calendars and common/shared assessments for each grade level, from Kindergarten through eighth grade. This work occurred under the guidance of former Director of Curriculum and Instruction Lisa Schwartz and consultant Anne Reichel. These calendars and assessments determined which Common Core State Standards (CCSS) would be taught and assessed in each month, and were implemented in the 2013-2014 school year.

In the summer of 2014, following feedback from other teachers, these teacher leaders reconvened, under the facilitation of Principal Sheila Carter and Teacher Leader Lindsay Smith, to:

- Reorganize the standards from a monthly calendar to trimester calendar
- Refine the summative assessment resources, prompts, and rubrics
- Build formative resource lists
- Include rubrics that reflect the current grading system

Grade level representatives then took the newly revised ELA calendars and converted them into more user-friendly formats. Most grade levels chose to create a Weebly website for their grade levels:



All ELA calendars and resources are located on the district intranet site, where teachers may view them across the grade levels.

In June, prior to the revision work, D97 teacher leaders also met with consultant Monica Swopes and teacher leader Lindsay Smith over three days, to review the ELA calendars, provide practical approaches on using the calendars as a planning tool, and create project-based performance tasks and unit plans that align to the CCSS.

Next steps with the ELA calendars in the elementary schools are to have a team of teacher leaders to review and revise the calendars. Priority standards will need to be developed in order to focus and guide planning and assessment, while still incorporating all the CCSS over the course of the school year. Both calendars and resources will need to be aligned across the grade levels, from Kindergarten through eighth grade, so that there is continuity in the transition of our fifth graders into middle school.

Elementary ELA Curriculum

In the first trimester, the two Directors of Curriculum and Instruction, conducted informational walkthroughs of all eight elementary schools, to assess the types of ELA instructional materials being used by teachers in the classrooms.

ELA Curricular materials currently available to all teachers are primarily Treasures and the Greek & Latin Roots program (vocabulary). Other ELA instructional resources that some teachers use in the classroom include Triumphs, Lexia, Flocabulary, Fast ForWord, RAZ-Kids, and Scholastic News (non-fiction). Language Arts Specialists and teachers also provide reading support and intervention in foundational skills, drawing from resources that vary from school to school and/or teacher to teacher, often dependent on Title I funding. These additional resources include Fountas and Pinnell's Guided Reading program, Fountas and Pinnell's Leveled Literacy Intervention program, and Heggerty Phonemic Awareness. Teachers also refer to a variety of websites for planning purposes, in addition to the ELA calendars and Treasures, such as Readworks.org, Read Tennessee, Achieve the Core, Reading A-Z, and Teachers Pay Teachers.

Currently, there is no district-wide writing curriculum. One of the top challenges that we face as in CCSS implementation is providing teachers with CCSS-aligned curricular resources that all teachers across the district will utilize, for both reading and writing. This will be discussed more in a following section.

Elementary CCSS ELA Implementation Challenges

As mentioned above in the CCSS Math portion of this report, elementary teachers were surveyed in January 2015 and identified their top two CCSS implementation challenges. The top three challenges identified, by grade level band, are:

- Grades K-2
 - Need for more aligned textbooks and materials (60%)
 - More time to collaborate with my colleagues (42%)
 - Need more summative assessments aligned to Common Core Standards (36%)
- Grades 3-5
 - Need for more aligned textbooks and materials (63%)
 - More time to collaborate with my colleagues (46%)
 - Need more formative assessment aligned to the Common Core Standards (30%)

- Elementary-Special Education
 - Need more time to help all students really learn the standards (59%)
 - Need more aligned textbooks and materials (53%)
 - Need more time to collaborate with my colleagues (24%)

The top challenge for K-5 general education classroom teachers is the need for more aligned textbooks and materials. Although Treasures contains an insert entitled “CCSS Weekly Lesson Planners,” the insert does not address the three major shifts for CCSS in ELA:

- **Complexity:** Regular practice with complex text and its academic language
- **Evidence:** Reading, writing and speaking grounded in evidence from text, both literary and instructional
- **Knowledge:** Building knowledge through content-rich nonfiction

The plan to address this issue is a multi-step process, in which K-5 teacher leaders will:

1. Create priority standards and supporting standards
2. Revise calendars by grade level and trimester, with vertical alignment in K-8
3. Design grade-level unit plans, assessments, and text sets

We are currently in negotiations to partner with a consultant who has worked with Whittier School teachers this fall, in order to provide professional learning for our principals, as well as provide guidance for teachers in this standards/calendar work. We anticipate that this work with principals will occur this spring, while work with teachers will occur over the summer of 2015.

Elementary ELA Professional Learning

One of our current goals for this school year is to deepen elementary teachers’ and administrators’ understanding and implementation of Close Reading in their classrooms, an important component of the CCSS.

On the October 10 and January 16 District Institute Days, the Language Arts Specialists and principals were instrumental in facilitating district-designed professional learning opportunities to teachers across the district on Close Reading:

- Close Reading: Text-dependent Questions (October)
- Close Reading: Varying Text Complexity (January)

Future district-designed professional learning for this school year, in which Teacher Librarians will also help to facilitate, includes:

- Close Reading: Varying Text Types (March)
- Close Reading: Implementing a lesson (April)

In the fall of 2015, we plan to continue professional learning around the implementation of a Close Reading lesson, as well as circle back to text-dependent questions (TDQs). Our approach is to focus our professional learning on a select few topics, rather than a surface-level gleaning of several topics, so that teachers may truly deepen their understanding and increase their implementation in their classrooms.

Middle Schools

Middle School ELA Calendars

During the 2012-2013 school year, Oak Park Elementary School District 97 K-8 teacher leaders from across our schools collaboratively created English/Language Arts (ELA) calendars and common/shared assessments for each grade level, from Kindergarten through eighth grade. This work occurred under the guidance of former Director of Curriculum and Instruction Lisa Schwartz and consultant Anne Reichel. These calendars and assessments determined which Common Core State Standards (CCSS) would be taught and assessed in each month, and were implemented in the 2013-2014 school year.

Following the creation of the ELA calendars for 6th through 8th grades, teacher leaders selected texts, including paired non-fiction sources, which also were aligned with the Humanities curriculum. Selections were also based upon text complexity, as well as the spiraling of the standards.

The middle school calendars have not been revised since the initial implementation in the 2013-2014 school year. Next steps will be to revise the calendars organized by trimester, link International Baccalaureate (IB) units to the actual grids, as well as create text sets that include texts that assist struggling readers by scaffolding their learning.

Middle Schools English/Language Arts Curriculum

The middle schools' ELA units incorporate different types of texts, including fiction and non-fiction texts. Based on the ELA calendars, specific novels, short stories, and informational texts are provided to teachers by the district. Some of the anchor texts that are used at each grade level are:

Sixth grade:

- *Freak the Mighty*
- *Things Not Seen*
- *Anne Frank: The Diary of a Young Girl*

Seventh grade:

- *The Outsiders*
- *Getting Away with Murder*
- *Mississippi Trial*
- *Monster*

Eighth grade:

- *A Retrieved Reformation*
- *A Tell-tale Heart*
- *Unwind*
- *To Kill a Mockingbird*
- *Night*
- *A Midsummer Night's Dream*

Middle School ELA Professional Learning

While professional learning at the middle school level has largely centered on IB implementation, a large benefit of the IB Programme has been the scheduled time for weekly department meetings and teacher collaboration. The Language A teachers meet as department teams with the IB Coordinator, in each middle school, on a weekly basis to write IB unit plans. These IB plans begin with the CCSS outlined in the ELA calendars. Because of the emphasis on IB unit planning over the course of the past year and a half, the ELA calendars have remained as they were originally designed.

Additionally, on the January 16 District Institute Day, the two middle school principals facilitated the session, “Close Reading: Varying Text Complexity,” for Language A and Humanities teachers. Future professional learning for the Language A department includes creating text-dependent questions for fiction texts, this spring.

Middle School CCSS ELA Implementation Challenges

Some challenges in the implementation of the ELA CCSS in the middle schools include the need to:

- Revise and reorganize the middle school ELA calendars, ensure alignment between standards, selected texts, and assessments
- Align the calendars with the Humanities scope and sequence
- Build consistency in implementation of the unit plans and assessments (in conjunction with IB)
- Build the capacity of teachers in other subject areas (e.g. Science) to implement ELA CCSS in their classrooms

As mentioned above, the middle school calendars have not been revised since the initial implementation in the 2013-2014 school year. Next steps will be to revise the calendars organized by trimester, link International Baccalaureate (IB) units in the grids, as well as create text sets that include texts that assist struggling readers in deepening their background knowledge and scaffolding their learning.

Middle school Language A teachers will also receive their CCSS Common Core implementation survey this month, and results will be shared during our Board Presentation on February 24th.

PARCC Preparation

This section will discuss how District 97 has prepared students and teachers for the Partnership for Assessment of Readiness for College and Careers (PARCC), scheduled for March and April/May in District 97.

PARCC Preparation-Math Performance Tasks

The PARCC (the computer-based version) is an example of a Next Generation Assessment. Next Generation Assessments are characterized as assessments that are technology-based, interactive, and require students to have perform multiple technology tasks proficiently. Math educators have identified several concerns with the ability for computer-based assessments to adequately embed performance tasks. Typically when students complete performance tasks in class, they are able to use a variety of models to visually represent their thinking. Developers have yet to incorporate freehand drawing tools that would

allow for this thinking to be represented on a computer-based assessment. Educators concern tends to rest largely with the testing platform as opposed to the performance tasks themselves (Link to article: Will Common Core Testing Platforms Impede Math Tasks: <http://www.edweek.org/ew/articles/2014/09/24/05math.h34.html>). Our elementary teachers recently participated in a professional learning session that introduced them to resources that are available to teachers to create their own Next Generation Assessments. Certainly we are at the very beginning of this work and need to consider how to bring resources into our district that provide students with Next Generation Assessment opportunities.

Another concern regarding Math PARCC Performance Tasks is whether or not students complete these tasks as a regular part of their math program. These tasks are multi-step and require students to apply a variety of skills. (Link to article: A Closer Look at a Math Performance Task for PARCC: http://blogs.edweek.org/edweek/curriculum/2014/08/a_closer_look_at_a_math_perfor.html?qs=math+curriculum). One of the benefits of our partnership with SCCMI Consortium is access to high-quality math performance tasks called MARS tasks. As we revise elementary and middle school math calendars, one of the priorities will be to embed MARS tasks (or other performance tasks) into the instructional sequence to insure that students in grades K-8 are provided with assessment opportunities that have a high level of cognitive demand.

PARCC Preparation-ELA

An emphasis of the PARCC in English Language Arts is to measure students' ability to read complex text closely, compare multiple texts, and to provide evidence of their thinking. The following is a sample question from the fifth grade End-of-Year (EOY) assessment:

Question 1

Part A Question: What is the meaning of the word "dictate" as it is used in paragraph 23?

- a. hint
- b. fix
- c. understand
- d. decide

Part B Question: Which phrase helps the reader understand the meaning of dictate?

- a. "recreate the tree house"
- b. "determine the shape"
- c. "is less expensive to build"
- d. "has all the time in the world"

In this case, students will need to identify the meaning of the "dictate," as well as provide evidence from the text that supports his/her chosen definition by using the context of the word(s).

Students are then asked to read an accompanying sidebar, next to the main text:

Question 2

Part A Question: Which idea is found in both the article about Fair Oaks and the sidebar about Nelson?

- a. Each tree house should be special for its owner.
- b. People should climb trees for practice before building a tree house.
- c. Having a tree house is good for people.

d. Going to a tree house school can be helpful in getting started.

Part B Question: Choose one detail from the article and one detail from the sidebar that support the answer to Part A. Drag each of the details into the box labeled "Supporting Details."

Supporting Detail from Article	Supporting Detail from Side Bar

Here, students must compare two texts and provide evidence from the text to support their answer from Part A. In addition, as discussed in the PARCC Math Preparation section, technology tools play an important part of the PARCC, in that students must use tools, such as “drag-and-drop” and highlighting words/phrases.

The October 10 professional learning on Close Reading: Text-dependent Questions played an important role in beginning to embed this type of questioning into classroom instruction, as it is also one of the major shifts of the CCSS in ELA. The rest of the Close Reading (January, March, April) series will additionally help teachers implement these Close Reading strategies in their classrooms.

Conclusion

In conclusion, we will move Oak Park Elementary School District 97 forward in our implementation of the Common Core State Standards by taking the actions noted below:

MATH	
Elementary Schools	Middle Schools
<ul style="list-style-type: none"> • In 2015-2016, review math instructional materials and consider purchasing new math curriculum for the 2016-2017 school year • Revise math calendars for the 2015-2016 school year; include common summative assessments and performance tasks for each unit of study • Continue partnership with SCCMI/UIC for professional development and math instructional coaching • Develop principals’ capacity to observe for Standards of Mathematical Practice and assessment of students’ math thinking through SCCMI professional learning 	<ul style="list-style-type: none"> • In 2015-2016, review math instructional materials and consider purchasing new math curriculum for the 2016-2017 school year • Continue Tri-District (Grades 6-12) collaboration on course sequence and alignment • Continue partnership with SCCMI/UIC for professional development and math instructional coaching • Develop principals’ capacity to observe for Standards of Mathematical Practice and assessment of students’ math thinking through SCCMI professional learning • Create regular, structured opportunities for teachers in

<ul style="list-style-type: none"> • Create regular, structured opportunities for grade-level teachers (within and between schools) to analyze student work and lesson design. 	<p>common grade levels of analyze student work and lesson design</p>
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ELA	
Elementary Schools	Middle Schools
<ul style="list-style-type: none"> • In Spring/Summer 2015, create ELA priority standards and supporting standards • In Summer 2015, revise ELA calendars for the 2015-2016 school year, with vertical alignment in K-8 • Design grade-level ELA unit plans, assessments, and text sets • Continue to build the capacity of teachers, specialists, and staff in the implementation of the ELA CCSS through district professional learning • Deepen principals' capacity to observe and support teachers in implementation (e.g. standards, close reading, and comparing multiple texts) 	<ul style="list-style-type: none"> • In Spring 2015, revise and reorganize the middle school ELA calendars, ensuring alignment between standards, selected texts, and assessments • Align the ELA calendars with other subject areas, to encourage interdisciplinary units • Build consistency in implementation of the unit plans and assessments (in conjunction with IB) • Develop the capacity of teachers in other subject areas (e.g. Science and Humanities) to implement ELA CCSS in their classrooms, where complex texts are common in instruction • Deepen principals' capacity to observe and support teachers in implementation (e.g. standards, close reading, and comparing multiple texts)

Oak Park Elementary School District 97 teachers and administrators have accomplished much work in the past three years, in the implementation of the Common Core State Standards in Math and English Language Arts. While we acknowledge this hard work, we also recognize that much work still needs to be done. By developing principals' and teacher leaders' capacity to observe and support teachers in CCSS implementation, we will ensure that implementation levels are even across the district.