

Investments in Student Learning 2018-19
(as of September 24, 2018 Board of Education meeting)

District 64 enters 2018-19 guided by its *2020 Vision* Strategic Plan. Now in its fourth year, the plan identifies six strategic objectives that encompass the most important priorities and challenges District 64 will work to address through 2020.

Our six objectives are to:

1. Develop Students Who Master the 4C's: *Communication, Collaboration, Creativity, and Critical Thinking*
2. Provide a Rigorous Education for All Students
3. Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students
4. Foster Effective Communities of Practice through Professional Development and Staff Support
5. Provide Safe and Secure Learning Spaces to Support 21st Century Learners
6. Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services

Inspire every child to



A critical and ongoing priority for all staff throughout the five years of the plan is the implementation of a differentiated, rigorous curriculum supported by technology. Professional development will continue to focus on the high-impact instructional strategies proven to increase student learning, including differentiation, formative assessment, student engagement, and inquiry-based learning. During the 2018-19 school year, professional development will focus on differentiation within our new English language arts curriculum and social-emotional learning.

Curriculum maps and common assessments are the foundation for a rigorous, differentiated curriculum. Over the course of the 2018-19 school year, we will continue to finalize pacing guides and common assessments in all subject areas. Funding will be dedicated for summer curriculum writing to support these efforts.

The **English Language Arts Curriculum Committee** recommended the adoption of *Units of Study - Reading* and the companion resource *Units of Study - Writing* for kindergarten through fifth grade. This year, professional development will support all teachers with implementation in reading and committee members and other teacher leaders with initial implementation in writing. In addition, we have adopted *Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study* at K-3rd grade and will provide professional development to support instruction in these areas.

In addition, the District also is maintaining an array of **online subscriptions** that are used to support student learning. All of our core textbooks have online resources associated with them for both student and teacher use. Additional supplemental resources, such as *Freckle*, *IXL*, and *Raz Kids*, provide students with dynamic and differentiated opportunities to practice instructional skills during school hours as well as at home.

The District's **1:1 Learning Program** strives to provide a technology ecosystem that empower our students with resources and tools to pursuit greater depths of learning for greater heights in achievement. The program now incorporates Lenovo 500e touchscreen 11" Chromebooks! Students will enjoy a full-blown Chrome/Android experience which expands the availability of apps like Explain Everything and WeVideo. This year will be the start of our explorations of wonderful Android apps that our 3rd, 4th, 6th, and 7th graders will be able to use for their learning. These tools expand the repertoire of learning tools with which our students are empowered to discover, learn, achieve, and care.

To support student **Social-Emotional Learning**, we are focusing on restorative practices (e.g., communication circles) as one aspect of community-building in 2018-19. The District SEL Committee experienced these practices last spring and a team of 30 middle school teachers participated in summer professional development on this topic. In November 2018, all middle school staff, special education teachers, psychologists, social workers, and counselors will participate in an Institute Day workshop. In addition, we will administer a school climate and safety survey to 3rd-8th graders, all staff, and all parents. We will use the data to support decisions related to students and SEL programming.

In the **Student Services Department**, 2018-19 is the first year of implementing a multi-year renewal of the department that will include immediate changes in staffing, professional development, consistency across the District, and creating a message of inclusion and focus on communication.

The department was fortunate to begin the year fully staffed. This includes the expansion of staff by another special education coordinator, an additional psychologist, and a new position of a Board Certified Behavior Analyst (BCBA). The increase of these positions will allow for greater accessibility of special education administration and support across the District.

The department has already begun identifying curricular needs focused on the academics of reading and math. The focus thus far has been on identifying instructional tools presently available in classrooms. Based upon information gathered, the District is piloting *Unique Learning Systems* (full functional-based curriculum), *Foundations* (a Wilson reading approach for early primary grades), *Wilson Reading Program* (an intensive reading approach for students grades 2-12), *Equals* (multi-sensory math kits), and the *Sondry System* (based upon an Orton-Gillingham, multi-sensory reading approach). Additional curriculum, materials and methodology will be considered as we continue our "inquiry gathering" process in 2018-19. In addition, the Student Services Department is also providing enhanced staff training. Professional development is being offered by our legal counsel as well as internal and outside resources. The goal is to ensure that our staff have the appropriate training to deliver effective instruction and support to our students.

A final focus area is working to build trusting relationships with parents. A Parents and Teachers Talking Together (PT3) committee, which was initiated in spring 2018, will continue and expand its important work this year with guidance from an experienced outside facilitator. The reconvened and expanded group will begin with relationship-building activities as a firm foundation to ensure we are collaborative and productive in our movement forward.

The **Human Resources Department** continues to study and monitor salary and benefits for all positions as a way to ensure that District 64 remains competitive, yet fiscally responsible in attracting and sustaining District 64 employees. In past years, after studying the staffing in our lunchroom program it was recommended and the Board approved, resetting the starting rates for all lunchroom supervisor positions. The Human Resources Department has been studying the pay rates for substitute teachers to determine the impact of creating and maintaining an adequate pool of qualified substitute teachers. One outcome was to raise the District 64 substitute rate by five dollars, to \$120 per day. Additionally, the District is analyzing methods to provide the best ways to support and train substitutes to be as effective as possible in District 64 schools.

Additionally, the Human Resources Department last year invested in an evaluation database tool, call *My Learning Plan*, to improve efficiency within our certified evaluation process. The program allows District administrators to easily complete, sort, and store the various evaluation forms required yearly in the District. It also allows our certified staff to easily access and share evaluation information with their administrator electronically in a safe and uniform manner. This year, the District will be training certified staff who are being evaluated in 2018-19 on the program.

Finally, the department continues to train new administrators in the use of HUMANeX, a screening methodology that allows for greater continuity in the initial interview process of potential candidates.

In July 2015, administration shared with the Board of Education a **Health Life Safety Survey (HLS)** and the **Master Facilities Plan (MFP)**. From these reports and field verifications by the Director of Facility Management, the Board was alerted to many critical infrastructure projects needed to ensure the integrity of our buildings. Roofs, exterior brick areas, parking lots, windows and safety lighting were at a stage in which replacement and repair could not be postponed. Projects continue to be implemented each year from the HLS/MFP with the District being on schedule to complete the HLS and MFP at the end of summer 2020.

Summer 2018 was the largest undertaking of projects so far in the five-year plan. Approximately \$8.3M of work was completed, which is included in the 2018-19 fiscal year budget. During summer 2018, office relocation and the addition of a secure vestibule were completed at Roosevelt school. Additional work done at Roosevelt included the creation of two new classroom spaces, remodeling of the old office into classroom spaces creating an early learners wing at Roosevelt, renovation of the Learning Resource Center (LRC) into a future ready learning space, replacement of hallway flooring which included asbestos abatement done over spring break 2018, replacement of galvanized piping in the hallways, and sealcoating of the asphalt.

At Carpenter School, the LRC remodel begun in summer 2017 was completed, turning this LRC into a future-ready learning space. In addition, zones two and three of the Heating Ventilating and Air Conditioning (HVAC) system were replaced. Since the classrooms affected were receiving so much work in the ceiling, we took this opportunity to replace the lighting with energy efficient LED lighting and occupancy sensors in each classroom. Classroom and hallway

flooring in the affected area were also replaced. Work in the office area was completed keeping in mind that the secure vestibule/office remodel is expected to occur in summer 2019. Carpenter's asphalt was also sealcoated over the summer.

Field School's LRC upgrades started in summer 2017 were also completed in summer 2018. Additionally, reconfiguration of the the staff workroom/lounge was completed to accommodate the necessary equipment; additional cabinetry was added outside of the main gymnasium to accommodate loss of storage that occurred when the kitchen was remodeled in summer 2017; and asphalt was sealcoated.

The roof at Franklin School was replaced along with the completion of the tuckpointing at this building. The asphalt at this school was also sealcoated. Washington School received the least amount of work over the summer allowing the District to host the elementary Worlds of Wonder (WOW) program at this building and the Park Ridge Park District (PRPD) to access the gymnasium after WOW ended for their programs. Washington did have all of its asphalt sealcoated; a new playground also was installed, which was funded through the Washington PTO and other generous donors.

Lincoln Middle School had minor, but important work this summer since the middle school WOW program was hosted in this building and the PRPD used the gymnasium. The walk-in cooler/freezer in the kitchen area was replaced with an energy efficient model that does not work off of running water. In addition, other mechanical units in small offices were replaced with energy efficient units that do not work off of running water. Tuckpointing was completed at Lincoln this summer, too.

Jefferson Early Learning Center's parking lot and sidewalks were replaced, which also included the correction of drainage issues. A sidewalk was added to the driveway to create a safer walking environment. The adjacent Emerson Middle School had a total roof replacement. The parking lot asphalt and sidewalk replacement also were completed; drainage issues were addressed with this work. The LRC was remodeled to accommodate needed additional classroom space at Emerson.

Other improvements to learning environment projects were also completed in D64 this year, including new desks and chairs for Lincoln's sixth grade. The District selected a much less expensive desk and chair. In addition, first grade desks at Roosevelt were repurposed, saving additional funds on this project. Turning to our ongoing safety and security initiatives, the completion of the two-way radio project that was approved during the 2017-18 school year took place over summer 2018. The installation of this system was recommended in the 2013 RETA report and from local first responders. Administration is in the process of connecting our system to fire and police at both municipalities. On the technology front, our team also continues to move through the buildings covering our existing chalk boards with a porcelain coated whiteboard, and replacing interactive whiteboards and projectors with new interactive projectors that work on a standard whiteboard.

Our in-house maintenance continues to be busy with painting/remodeling projects building future-ready classrooms and doing general maintenance. The Grounds Department is busy maintaining the greenscape and playgrounds, while planning for winter plowing and salting. Our

Grounds team is beginning to do more projects that used to be done by outside vendors, including fixing playground issues that saves the District money. They are exploring taking over the fertilizing program for the District. Both groundsmen are highly certified in every aspect of grounds keeping.

Replacement of fixtures to LED continued in the District. Fixtures in all parking lot areas were completed utilizing grant money from the ComEd Public Sector Energy Efficiency Program (PSEEP) to help offset costs.

Architectural work is well underway for summer 2019, with projects coming to the Board for approval starting in December 2018. The extended time allows the District to order long lead items so that they are installed prior to school starting in August 2019.

In sum, the 2018-19 budget is a reflection of the work that will occur this year on our *2020 Vision* Strategic Plan in terms of curriculum, technology, special education, staffing and our facilities. The work on our Strategic Plan is balanced with our commitment to use our funds wisely and to continue deferring an Operating Rate referendum further into the future.