

To: Board of Education
From: Dr. Laurie Heinz
Date: March 25, 2015
Subject: Strategic Plan 2010-15 Update

Background

Earlier this year, District 64 initiated a new strategic planning process to create our 2020 Vision roadmap to guide our efforts over the next five years. At this juncture, it is important to review the existing Strategic Plan to determine what areas were completed, what goals we are still working to achieve, and what areas may be worthwhile to consider bringing forward. Additionally, any “lessons learned” from the existing plan would be valuable to share at this time.

In addition to discussing this report with the Board of Education on March 25, I am working with our strategic planning consultant Bob Ewy to present a review of the plan for the Strategic Planning Steering Committee at the upcoming March 26 meeting.

Named a “*Journey of Excellence*,” the existing Strategic Plan is now in its fifth and final year. It was formulated beginning in 2009 utilizing the Cambridge strategic planning model, as selected by the Board at that time. It involved the work of a 27-member Steering Committee, which met in April 2009 to create a draft plan, which included five strategy areas. In the fall of 2009, five Action Teams comprised of more than 100 volunteers worked to create the specific action plans in each strategy area. The Steering Committee was re-convened in February 2010 to review that work. In all, 26 separate action plans were developed. The committee presented the final Strategic Plan for adoption by the Board in May 2010. Implementation began in the 2010-11 school year.

The complete plan included beliefs, mission, parameters, objectives, five strategies, and 26 action plans. (Attachment 1). Extensive materials about the planning process, the plan components, and progress reports on its implementation over the past four years are available on the District 64 website’s [Strategic Plan pages](#).

Summary of Progress

As I have listened and learned by being present in our schools, committees and local organizations during my eight months in District 64, I have gained a fuller perspective on the current Strategic Plan. I see its impacts on our schools, for example, through our focus on implementing the CCSS/PARCC with technology integration and our 1:1 learning initiative. To help capture a broader view of the status of each aspect of the current plan, I assembled a key group of administrators who have been actively involved in its planning and/or implementation. The group included: Katie Kelly, Field School Assistant Principal - member of 2009-10 Strategic Planning Committee (as a grade 5 teacher), liaison to 2009 Strategy I Action Team, co-led

various Strategy IV implementation plans; Dan Walsh, Franklin School Principal - co-led 2009 Strategy IV Action Team, co-led various Strategy IV implementation plans, member of Strategy I Technology Implementation Committee (TIC) and Board Advanced Technology Committee (BATC); Dr. Lori Lopez, Assistant Superintendent for Student Learning - continuing leadership of Strategy IV and other plans; and Bernadette Tramm, Public Information Coordinator - internal facilitator for the plan, co-led a Strategy III action plan.

The summary below represents our best judgment about the progress made during the past five years on the 26 action plans. Attachment 2 provides a quick overview of the current status of each plan, as noted below. The color-coding is used to identify three stages of action: YELLOW = readiness activities; ORANGE = implement with support; and GREEN = fully implement.

Strategy I

We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.

Overall Strategy Rating: Green

When considered in total, this strategy area had a high level of fidelity in implementation, with steady progress made over the five years of the plan.

Action Plan 1: *Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.*

Rating: Orange/Green

This area has evolved significantly. The philosophy of utilizing a separate curriculum for technology has shifted from a Technology Scope and Sequence to having students reach the ISTE (International Society for Technology in Education) standards, formerly known as NETS for Students. Among those standards, digital citizenship and research and information fluency are areas of current focus.

Action Plan 2: *Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.*

Rating: Orange/Green

The proficiency expectations have been identified through the BrightBytes survey process. Instructional technology coaches work with teachers on their web presence and build their technology acumen, as measured on the BrightBytes survey administered this fall; the spring administration of this survey will help guide the planning staff development offerings and follow-up coaching opportunities for the Instructional Technology Coaches next year.

Action Plan 3: *Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.*

Rating: Green

The District has invested in both hardware, software, licenses, and the Instructional Technology Coaches to support this effort.

Action Plan 4: *Utilize available technology to manage our schools more efficiently and effectively.*

Rating: Green

The suite of Google Apps for Education has revolutionized the way we work together to increase collaboration and productivity. Many other forms of technology have also been implemented, including transition to the Infosnap online registration process to verify student information and collect annual fee payments, as well as register Kindergarten/new students. Earlier this fall, the *Samanage* help system was introduced for staff to coordinate requests for technology assistance; it proved critical in providing an “early warning” for the screw quality issue experienced on some of our Chromebooks, as reported to the Board recently. Online registration for the Worlds of Wonder summer program was introduced this year, and a new School Dude help ticket system also is being rolled out for District maintenance requests.

Action Plan 5: *Utilize technology to inform and communicate with the community.*

Rating: Green

The District’s phone alert system was upgraded to a new service, School Messenger, with extensive email capacity to more flexibly target specific groups within the District. Following a comprehensive review of the current site and extensive user research conducted by an outside consultant, the District 64 website was completely redesigned and relaunched in 2014. New tools are continuing to be introduced, including blog posts by all principals. Social media via Facebook also is now being utilized by all schools. In addition, Board meeting videos are created and presented on the website. Board meetings also have shifted to a paperless environment with electronic Board packets.

Action Plan 6: *Build appropriate network infrastructure to support the advanced use of technology throughout the District.*

Rating: Green

Infrastructure investments were made to provide greater reliability and capacity to support the integration of technology into instruction and the implementation of 1:1 learning, including increased use of SmartBoards, Chromebooks, iPads, etc.

Action Plan 7: *Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.*

Rating: Green

TIC was formed and continues to serve as an advisory group. Focus areas have evolved over the years to ensure that any technology purchased will enhance current classroom. It currently functions as a steering committee for technology; members conduct action research to educate themselves and make recommendations. TIC is currently working in sub-groups to bring forward recommendations on: digital citizenship, keyboarding/cursive/handwriting, and evaluation/approval/management of applications.

Action Plan 8: *Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.*

Rating: Green

The Board Advanced Technology Committee was formed in January 2013; 28 volunteers consisting of parents, staff and administrators convened to build a recommendation for the future of technology in District 64. Its work was conducted over two years, and led from recommending a pilot through final implementation of a 1:1 learning initiative. BATC has fulfilled its initial mission and is currently on hiatus. More information is available through the [BATC website](#).

Strategy II

We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.

Overall Strategy Rating: Yellow

Action Plan 1: *Grades K-2 students will set goals with adult guidance.*

Action Plan 2: *Grades 3-5 students will set and reflect upon goals in four categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.*

Action Plan 3: *Grades 6-8 students will set, monitor and regularly reflect upon goals in four categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.*

Rating: Yellow

During the first two years of the Strategic Plan, teachers worked on one of three strategy areas. The committee for this strategy completed its work for each grade level strand by the end of 2011-12. That work is currently shared on Staff Portal/Student Goal Setting, including templates, smart goals and the like. Additional work was completed by a small group in 2013-14 on these materials. At present, informal student goal-setting is going on in the District but not consistently. This strategy is incomplete in terms of expectations for implementation. The main impediments were:

- Competition for District resources caused a shift to focus on supporting staff learning around the District-wide focus of instruction to prepare for the transition and implementation of the CCSS in English Language Arts and Mathematics.
- Professional development will be needed prior to implementation.

Recommendation

The foundational work the committee did will provide guidance for future work around goal-setting in the District. We know that goal-setting is a strategy that accelerates student learning. It also links to the focus on individual student growth as part of our MAP work. Therefore, we recommend that the ideals expressed in this strategy are retained in Vision 2020.

Strategy III

We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.

Overall Strategy Rating: Yellow/Orange

To stagger the demands on manpower and resources, by design this strategy was paced to begin later than the other areas. The action plans also suggest activities that are ongoing by nature.

Action Plan 1: *Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.*

Rating: Orange

This is an ongoing effort. Much has been accomplished to strengthen and create new relationships with a diverse range of community organizations to build understanding of our educational mission and to provide opportunities for service learning (see Action Plan 2). Such partnerships include support for the fine arts, performing arts, health/wellness, and sustainability/green efforts, to name only a few.

Recommendation: Authentic connections with the community are always welcomed, and should continue to be supported in the new strategic plan.

Action Plan 2: *Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.*

Rating: Yellow/Orange

A District Service Learning Committee was formed to collect information around service learning. The Staff Portal has materials that were developed and are available for staff use. Many exemplary service learning projects are undertaken in the District, but not consistently at all grade levels and all schools. The committee is no longer active, however, the service learning framework is moving forward in very promising ways to become embedded within our instructional practices and curriculum. Inquiry-based learning experiences are a current area of high interest; Library Information Specialists have worked with a consultant to learn about a template to design learning-based units, with a goal of integrating this into our CCSS curriculum. In addition, as the District reshapes the curriculum to adopt the Next Generation Science Standards, we anticipate embedding exemplary units at each grade level for science. Many natural connections also exist with health and social studies. We anticipate this will be a fruitful area going forward to enrich students' engagement with the community.

Recommendation: This action plan is worthy of being brought forward into Vision 2010 to support the larger focus on inquiry-based learning within the curriculum.

Action Plan 3: *Improve the collaborative relationship between District 64 and families who do not speak English.*

Rating: Yellow

As reported to the Board recently, District 64 has a growing population of families where languages other than English are spoken in the home. Efforts are being made through the District's Pupil Services Department, schools and PTO/As to provide greater outreach.

Strategy IV: *We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.*

Overall Strategy Rating: Orange/Green (in many areas)

During the first and second years of implementation, District 64 teachers participated in readiness activities related to one of three strategy areas, with the greatest number of teachers assigned to this strategy. A series of Institute Days and scheduled early release Wednesdays were used to identify the priority standards (power standards) and to unwrapping these standards. This was an extremely detailed process, which laid the fundamental groundwork for the District's shift to CCSS. As the plan itself shifted to implementation beginning in year 3, direct involvement of most teachers in this action planning work was far more limited. In retrospect, the link between the readiness planning work over years 1 and 2 to lay the groundwork for CCSS/PARCC and the ultimate implementation those standards was not clearly linked for many teachers. There was a disconnect between their work on the very leading edge of the transition to CCSS, which was an entirely new concept at the start of the plan in 2010, and the actual transition as it has now occurred in 2015 with the first PARCC tests.

In addition, the dedicated work needed to focus on the implementation of the CCSS with technology integration ultimately shifted attention away from explicit differentiation coaching, with resources already committed to the addition of Instructional Technology Coaches at every school.

Action Plan 1: *Establish Power Standards (later re-named Priority Standards) for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.*

Rating: Green

The priority standards were completed.

Action Plan 2: *Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.*

Rating: Green

A screener was added to the District's online application to collect information in this area. Administrators also have pursued intensive training in screening protocols, which will allow us to only bring forth through the interview process top-tier candidates.

Action Plan 3: *Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.*

Rating: Yellow

Staff development has been targeted on ways to support the improvement of individual student growth. However, the next step will be differentiation by subject area, which continues to be an area of focus. The District is starting with shared units of instruction, which represents a large area of growth potential. The Action Plan is deceptively simple, as it represents a far more complex approach. It will require a paradigm shift about how to challenge students, particularly those on the high end in the classroom; progress has been made but still needs to be an intensive area of work. Differentiated instruction rests on using formative assessments to know where students are in relation to learning targets; it will be a shift to being a “data culture” that uses formative assessments to guide differentiation.

Action Plans 4 & 5 - *Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation. Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.*

Rating: None.

Due to fiscal constraints, this area was integrated into the Instructional Technology Coach role. Although priority standards were identified, common units of instruction were not developed. A consistently implemented curriculum is a prerequisite for pursuing intensive differentiation.

Action Plan 6: *Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.*

Rating: Yellow/Orange

Work in this area has been completed on assessments related to the District’s Educational Ends as well as the student growth goal. In addition, expanded work in this area will occur as a result of the Performance Evaluation & Review Act (PERA) to incorporate student growth into teacher professional evaluations.

Action Plans 7 & 8: *Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels. Implement differentiated lessons in all areas of core curriculum.*

Rating: Yellow/Orange

This does not happen on a consistent level across all subject areas. However, the District’s implementation of a consistent, balanced literacy program early in this Strategic Plan is a model of differentiated instruction. In year 2 of the implementation of our mathematics curriculum aligned with CCSS, we continue to look for ways to provide differentiated learning opportunities for students in mathematics that mirror instructional approaches found in a reading workshop model.

Action Plan 9: *Encourage students to use creative expression, critical thinking and problem solving throughout their day.*

Rating: Green

These are two of the four 21st century learning dimensions with communication and collaboration being the others. The District has provided professional development for all staff through the Jump Start in spring/summer/fall 2014 in preparation for the 1:1 learning initiative.

Action Plan 10 - *Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.*

Rating: Delayed

The transition to the CCSS delayed work on this project. This work has now been assigned to the Mastery Learning Committee to address these pieces.

Action Plan 11: *Use data over time as an indicator for instructional change.*

Rating: Orange

This is a very broadly written action plan. We have expanded our use of data in many ways to go beyond purely reporting “status” to incorporate growth measures, such as by: increasing the use of the INFORM achievement data analysis tool to provide longitudinal perspective on individual student growth. The District also has provided extensive professional development, such as: NWEA consultant “Climbing the Data Ladder” workshop for principals and teacher leaders; designing a District protocol for MAP data review; and integrating professional development activities that reflect on MAP data review into early release Wednesdays and Institute Days. In addition, the District has expanded reporting to the Board to include individual student growth on MAP math and reading.

Strategy V - *We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.*

Action Plan 1 - *Put into practice a protocol for designing, implementing and assessing proposed changes.*

Rating: Orange/Green

A change protocol was developed. It is not a tool for decision-making; rather it remains a good, informal project management checklist to consider when implementing changes.

Overall Perspectives

In addition to the recommendations provided above, we have shared several other overall perspectives that we hope will be useful in developing the District’s 2020 Vision strategic plan:

- **Results-Oriented:** In its recent System Assessment Overview, the Consortium for Educational Change (CEC) concluded that most of the existing Strategic Plan action plans are activity-oriented rather than results-oriented. Although goals are plentiful, they do not have the kind of indicators, measures and targets that would allow for progress monitoring or benchmarking compared to other high performing districts. The new Strategic Plan should provide goals that will identify the key indicators and measures to progress monitor and report to all stakeholders.
- **Finances:** The 2010 plan was created in a time of very positive momentum coming forward from the 2007 referendum, which restored the District’s financial strength and provided resources expected to carry forward for the next decade. District finances were not addressed as a separate strategy and were instead made a parameter: “*Absent dire*

unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.” As 2017 rapidly approaches and given the potential for far-reaching changes in school finance, the new plan should include finances as a fundamental strategy area.

- **Facilities.** As with finances, facilities were addressed only as a parameter: *“We will always maintain safe, supportive learning environments.”* At the time, there was no facility master plan in place and projects were identified primarily through the required 10-year Health Life Safety Survey. The impact of FAA funding for sound insulation projects was not yet understood in terms of providing outside capital to invest in facility improvements at some buildings (Franklin, Lincoln, Roosevelt, Washington), leaving the remaining two older buildings (Carpenter, Field) to be addressed by the District directly. The District currently is engaged in the development of a Master Facilities Plan to be completed in June, which will help guide our work going forward. The Strategic Planning Steering Committee should be updated on this work.
- **Updates:** The existing Strategic Plan would have greatly benefitted from a complete review after 2-3 years of operation to determine what had changed in the environment (local, state, national, etc.); this review would have allowed for an adjustment in the action plans. The new strategic plan should build in a check-point process to address changes in the environment that impact goals and allow for revision so the plan remains fresh.
- **Communication:** The recent CEC report observed that District 64 functions more as a system of schools rather than a school system, and that autonomy is valued at the school level. The new strategic plan should work to build in clear communication about expectations for the District as a whole, and what is expected to be addressed by each school using creativity and autonomy to implement those expectations with fidelity.
- **Implementation Planning:** The 26 action plans were developed by groups of volunteers. Although this process provided a high level of community engagement, the plans would have benefitted from direct guidance of administrators with a deeper understanding of time and resources available for this work. The new plan should charge the District’s administrative team with this task.

I look forward to setting our sights together on our new 2020 Vision Strategic Plan to continue moving District 64 forward.

Park Ridge-Niles School District 64**Strategic Plan****BELIEFS**

... An expression of
fundamental values; ethical
code, overriding convictions,
inviolable principles.

We believe that...

All people have inherent worth.

Quality education benefits everyone.

Everyone within our community is responsible for the education and development of our children.

The family environment has a major influence on the development of a child.

All people can be successful learners and continue to learn throughout their lives.

A safe, nurturing environment is essential to learning.

People grow through a variety of experiences, opportunities and adversities.

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

Effort, perseverance and self-discipline are necessary for people to achieve their personal best.

People are responsible for their actions and honoring their commitments.

Honesty and integrity are essential to build and sustain trusting relationships.

Everyone benefits from contributing to the well-being of others.

Understanding diversity is essential to thrive in an interdependent, global community.

Change is inevitable and challenges us to grow.

MISSION

...A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.

OBJECTIVES

... An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.

PARAMETERS

...Boundaries within which the organization will accomplish its mission; self-imposed limitations.

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.

Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents, and interests.

We will always maintain safe, supportive learning environments.

We will not tolerate behavior that is demeaning or disrespectful to any individual or group.

School improvement plans will always be consistent with the strategic plan of the District.

No new program or service will be accepted unless it is consistent with the strategic plan, benefits clearly justify the costs, and provisions are made for professional development and program evaluation.

No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.

Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.

Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.

We will always maintain programming that addresses the academic, social-emotional and physical development of the whole child.

Park Ridge-Niles School District 64

Strategic Plan

Action Plans List

Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.

- Action Plan 1: Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.
- Action Plan 2: Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.
- Action Plan 3: Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.
- Action Plan 4: Utilize available technology to manage our schools more efficiently and effectively.
- Action Plan 5: Utilize technology to inform and communicate with the community.
- Action Plan 6: Build appropriate network infrastructure to support the advanced use of technology throughout the District.
- Action Plan 7: Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.
- Action Plan 8: Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents, and interests.

- Action Plan 1: Grades K-2 students will set goals with adult guidance.
- Action Plan 2: Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.
- Action Plan 3: Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.

Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.

- Action Plan 1: Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.

Action Plans List

- Action Plan 2: Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.
- Action Plan 3: Improve the collaborative relationship between District 64 and families who do not speak English.

Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.

- Action Plan 1: Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.
- Action Plan 2: Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.
- Action Plan 3: Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.
- Action Plan 4: Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 5: Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 6: Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 7: Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 8: Implement differentiated lessons in all areas of core curriculum.
- Action Plan 9: Encourage students to use creative expression, critical thinking and problem solving throughout their day.
- Action Plan 10: Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.
- Action Plan 11: Use data over time as an indicator for instructional change.

Strategy V: We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.

- Action Plan 1: Put into practice a protocol for designing, implementing and assessing proposed changes.

Park Ridge-Niles School District 64
"A Journey of Excellence" – Strategic Plan Implementation

Assessment of Progress 2010-15
Board of Education Meeting March 23, 2015

YELLOW = Readiness Activities ORANGE = Implement with Support GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15 PARCC
1. Accelerating the Use of Advanced Technology	1 Curriculum scope & sequence	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	2 Staff proficiency standards	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	3 Resources/peer coaches	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	4 Management of schools	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	5 Communications w/community	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	6 Network infrastructure	ORANGE	ORANGE	GREEN	GREEN	GREEN
	7 TIC (Tech Implementation Comm)	YELLOW	ORANGE	GREEN	GREEN	GREEN
	8 BATC (Bd Adv Tech Comm)	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
2. Model for Personal Student Goals	1 Grades K-2	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	2 Grades 3-5	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	3 Grades 6-8	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
3. Collaboration within Our Partnership	1 Engage partners	YELLOW	YELLOW	YELLOW	ORANGE	ORANGE
	2 Service learning	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	3 Non English-spkg families	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
4. Expectations for Student Learning and Instructional Practices	1 Develop Priority Standards/CCSS	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE
	2 Hiring differentiation experience	YELLOW	YELLOW	GREEN	GREEN	GREEN
	3 Staff dev on differentiation	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	4 Plan differentiation peer coaches	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	5 Implement differentiation peer coaches	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	6 Pre/post common assessments	YELLOW	YELLOW	YELLOW	ORANGE	ORANGE
	7 Develop differentiated lessons	YELLOW	YELLOW	YELLOW	ORANGE	ORANGE
	8 Implement differentiated lessons	YELLOW	YELLOW	YELLOW	ORANGE	ORANGE
	9 Critical/creative/pbm-solving skills	YELLOW	YELLOW	ORANGE	GREEN	GREEN
	10 Student progress reporting	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
	11 Data-driven instruction	YELLOW	ORANGE	ORANGE	ORANGE	ORANGE
5. Support & Tools for Change	1 Utilize change protocol	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE