

To: Board of Education

From: Philip Bender, Superintendent
Bernadette Tramm, Strategic Plan Internal Facilitator

Date: March 12, 2012

Subject: Strategic Plan 2011-12 Progress Report #2

District 64 is mid-way through the second year of implementation activities for the Strategic Plan "*Journey of Excellence*." As in 2010-11, almost 400 teachers and administrators have been actively at work on implementation activities. All **certified staff members** are again involved in one of the three strategy committees requiring significant teacher support. All **District 64 administrators** have a leadership role on one or more of the plans.

The first progress report for the year was presented on December 12, 2011. This second report is intended to present an overview of activities completed during the second trimester, primarily at the second Institute Day on February 10. The overall plan is expected to require a minimum of five years to implement as originally envisioned. (Attachment 1)

Second Trimester Activities

As reported previously, the time devoted to Strategic Plan activities by each committee has been arranged differently this year.

- Two, full-day work sessions were scheduled for District Institute Days. Teachers met with their strategy committee at an assigned location to focus on Year 2 activities exclusively. Activities completed at the second day on February 10 are reported here.
- In addition, parts of four early release Wednesdays were earmarked to share progress reports at the building level from each strategy committee in turn, so that all teachers will have a fuller view of the overall plan activities. This report includes an account of the February 29 building meeting, when Strategy I Technology was spotlighted.

Also during this period, several key Strategic Plan related presentations were shared with the Board:

- January 23 Committee-of-the-Whole – Presentation on 21st Century Learning by Assistant Superintendent for Student Learning Diane Betts and Director of Technology Terri Bresnahan
- January 23 Regular Meeting – Update on instructional coaches for technology pilot by Director of Technology Bresnahan and District 64 teachers from each of the pilot schools: Jim Romey (Lincoln Middle School), Pat Brennan (Franklin School) and Christine Ferraro (Roosevelt School)

District 64 also had a special opportunity earlier this month to be recognized state-wide. Ms. Bresnahan and the three Technology Coaches (Carrie Bellen/Franklin, Caroline Schaab/Roosevelt, and Amanda Walsh/Lincoln) were selected to present at the highly regarded Illinois Computing Educators (ICE) annual conference. The conference offers

educators an opportunity to share and learn about innovative ways technology is impacting education. The March 1 District 64 presentation, "Technology Coach Pilot: Our District's Success Story," was attended by more than 60 educators. Following the presentation, the coaches and the Director of Technology were approached for further details by several districts interested in improving how professional development is provided in the area of technology integration. The ICE presentation was a unique opportunity for District 64 to share with colleagues in other districts our experiences thus far utilizing the instructional coaching model of professional development for teachers.

Highlights of Second Trimester Accomplishments

Details about accomplishments in each strategy area are provided on the following pages. Highlights for the second trimester activities include:

- In addition to the reports and presentation noted above, **Strategy I Technology** committee members continued to focus on the National Educational Technology Standards (NETS) for Students and Teachers and to gain new skills for technology integration.
- Pilot programs in student goal-setting are continuing in **Strategy II – Personal Student Goals**. After much research of many different e-portfolio formats, committee members have identified a free, homegrown Google Docs e-portfolio for goal setting in a specific format they feel will work for District 64. The use of this tool will vary with the age and developmental appropriateness of students.
- A teacher steering committee has been formed to guide the next steps toward the service learning action plan in **Strategy III – Collaboration with our Partnership**.
- **Strategy IV – Student Learning** has focused its work on "unwrapping" the Priority Standards in each curricular area, developing the "big ideas" and "essential questions" that will guide instruction toward these standards, and mapping out where these standards fit within current curricular units of study. In addition, we have continued to support teachers in the use of data on student performance to guide differentiated instruction and interventions.
- Familiarity of the eight steps of the **change protocol in Strategy V** continues to grow. Individuals and groups within the District are increasingly using it as a helpful checklist when thinking about the impact of changes across a variety of situations, not solely related to the Strategic Plan.

Budget

As reported in December, the approved budget for the year is \$225,000. The most significant portion of expenditures is tied to the technology coach pilot. Other expenditures to date are lower than planned, and include release time for sub-committees such as the Technology Implementation Committee and specific Strategy IV Student Learning sub-committees to meet; expenses for Institute Days; support of the change protocol; and teacher application process modifications.

Next Steps in 2011-12

With the conclusion of the second all-day Institute Day in February, Strategic Plan activities will continue on a more limited basis this spring. As identified in the report, sub-committees will meet selectively utilizing release time to wrap up activities for the year and plan work for 2012-13. A final, early release Wednesday building sharing report is scheduled for April 25 on Strategy IV/Student Learning. As done in previous years, it is likely that time on an early release Wednesday meeting in May will be used

to share the approved plans for 2012-13 with teachers and to celebrate the accomplishments of all groups thus far.

A final progress report to the Board for 2011-12 is scheduled for the June 25 meeting.

Planning for 2012-13

Since January, the leadership group has met frequently to manage workflow and begin considering how best to organize our work in 2012-13. The group includes: Ms. Bresnahan/Strategy I; Lincoln Assistant Principal Tim Gleason/Strategy II; Roosevelt Principal Kevin Dwyer/Strategy III; Ms. Betts/Strategy IV; Washington Principal Kim Nasshan/Strategy V; and Public Information Coordinator Bernadette Tramm/Internal Facilitator.

This group is working actively with the District-level administrative team as well as all Administrative Council members to develop specific recommendations for next year. The group is carefully examining in light of our District's mission: activities remaining in each strategy area; the timeline imposed by the state to implement the Common Core Standards and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments; preparations for the new principal and teacher evaluation process; continuing implementation of Response to Intervention (RtI) initiatives; and other emergent demands.

As we think about the approach for next year, our initial considerations related to the Strategic Plan include:

- It is essential that the spotlight be clearly focused on District 64's mission and student learning.
- Strategic Plan activities, as well as other District initiatives, must be more visibly embedded in this context.
- As scheduled, Strategic Plan activities are in various stages with some just beginning and others moving toward implementation.
- We are at a point where the "all in" approach – with every teacher attached to a separate Strategic Plan committee and all administrators similarly assigned – will not continue to be an effective way to organize for the work to be accomplished on the Strategic Plan in coming years. Instead, we believe that all of our staff and administrators need to have an "all in" focus on implementing the District's overall priorities for student learning.
- Smaller sub-committees, similar to the Technology Implementation Committee (TIC), will be used to continue making progress on areas of the Strategic Plan that need further development.
- The District's overall budget constraints are a significant factor in requests for future funding of Strategic Plan initiatives.
- Some of the specific action plans associated with the Strategic Plan may not be possible to achieve in the current five-year window due to a combination of budget limitations and required focus on mandates noted above, such as timelines related to Common Core implementation and teacher/principal evaluations.

The proposal for 2012-13 will reflect these considerations and is likely to be in a different format than in the past. The Board is scheduled to receive the proposal for 2012-13 at the April 9 Committee-of-the-Whole meeting.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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.*

Leader: Terri Bresnahan

Assistants: Andy Petrolino, Dan Walsh, Joel Martin

Overview:

The District Technology Committee has worked diligently to broaden its approach in its expectations for students in the area of technology. The Scope and Sequence, which details specific skills associated with the use of technology, is one part of the 21st Century skills we want students to master. The National Educational Technology Standards for Students (NETS-S) are the standards we need to use to prepare our students for their futures. The NETS-S move beyond the basic skills to a more rigorous set of expectations that encompass higher-level thinking and are more directly aligned with the new Common Core.

The NETS-S include the following:

1. Creativity & Innovation
2. Communication & Collaboration
3. Research & Information Literacy
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations & Concepts

By focusing on these standards, our students will be better prepared to be successful in the new state assessments, meet the demands of the new Common Core Standards, and be ready for higher levels of education.

March 12, 2012 Status Report

Steps accomplished in second trimester:

▪ Institute Day, Friday, February 10, 2012 8:15-3:00

The committee as a whole met on Institute Day to focus on the National Educational Technology Standards (NETS) for Students and Teachers as they gained new skills for technology integration.

- The presentation on 21st Century Learning that was made to the Board of Education on January 23 was shared with the committee.
- A presentation on the Technology Coaching Pilot was also shared as an update of the pilot's progress.
- Each member of the committee pre-selected two breakout sessions to attend with a focus on technology integration.
- Teachers attended a session in the morning and one in the afternoon that were hands-on and demonstrated useful technology ideas for implementing the NETS for Students and Teachers.

- The breakout sessions were led by teacher volunteers, Technology Coaches, and building Technologists.
- The day ended with sharing of the plans for information that would be shared at the February 29 building meetings for the technology portion of the Strategic Plan.

Next Steps

This meeting marked the final day for the Strategy I committee to work as a whole group. Future plans for next year will involve teachers continuing to implement the NETS for Students and Teachers at the building level as part of their own professional development.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Terri Bresnahan

Assistants: Andy Petrolino, Dan Walsh, Joel Martin

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **Technology Usage Survey, Winter, 2011-12**
 - Surveys were administered on a voluntary basis to all staff in both pilot and non-pilot schools.
 - The survey attempted to collect follow-up information related to the use of technology in the District.
 - The open-ended responses strongly indicated that teachers would like more professional development in the area of technology. In the pilot schools, the open-ended responses indicated that the impact of the technology coaches has been very positive.
 - A spring survey will be administered during building meetings to collect data that will allow teachers to self-report on their use of technology. Results from this survey will be shared with the Board.
- **Institute Day, Friday, February 10, 2012, 8:15-3:00**
 - Teachers working on this strategy committee focused on developing their own technology proficiencies during the breakout sessions held on Institute Day.

Next Steps

- A follow-up survey will be administered in the spring to collect additional data.
- The Technology Implementation Committee will work collaboratively next year with members from the Strategy IV/Student Learning subcommittees to establish the minimum usage guidelines that are aligned with the NETS for Teachers and the needs of the new priority standards.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Terri Bresnahan

Assistants: ESC Team

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **Technology Coaching Pilot**
 - The Technology Coaching Pilot began at the start of the school year and will continue through the end of the year.
 - The three coaches have worked in each of the designated buildings (Roosevelt, Franklin and Lincoln) to provide teachers with job-embedded, sustained, and differentiated professional development for all staff members in those buildings.
 - An update on the progress of the pilot was presented to the Board at the January 23, 2012 meeting. This presentation included data from the technology usage survey. Three teachers, one from each of the pilot buildings, also spoke to share their personal experiences of working with a technology coach and serve as representatives from their buildings. The teachers’ testimonials demonstrated the positive impact coaching has had on the confidence levels of teachers, the increased capacity to utilize technology effectively and the positive impact coaching is having on the students.
 - The Director of Technology and the three Technology Coaches presented at the Illinois Computing Educators (ICE) conference on March 1, 2012. This was an opportunity to showcase the successes the District has experienced as a result of implementing technology coaches. Many audience members who attended the session were interested in how they could create a similar program in their own districts.
- **Professional Growth Opportunities**
 - Teachers from all schools have had the opportunity to participate in after-school professional growth classes with a focus on technology.
- **iPad Training for Special Education Teachers**
 - Teachers who received iPads as part of the American Recovery & Reinvestment Act (ARRA) purchase for students with special needs received another half-day of release time for iPad training in the 2nd trimester. A staff member from the Maine Township Special Education Program (MTSEP) who is certified in assistive technologies led the training.

Next Steps

The District will continue to focus its efforts with the Technology Coaching Pilot as well as continuing to offer professional growth opportunities for all staff.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Terri Bresnahan

Assistants: ESC Team

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **District Intranet**
 - The District is beginning its research on online applications to support collaboration and communication among staff.
 - The District is also looking at ways to support online collaboration and communication between students, parents, and teachers.

Next Steps

The District will look further into possible solutions for an online application for the 2012-13 school year.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Terri Bresnahan/Bernadette Tramm

Assistants: ESC Team

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **Website**
 - The District’s website was updated to enhance navigation and accessibility for end-users over winter break.
 - All webmasters met to review the changes and enhancements to the website. Webmasters made the necessary changes to each school’s site to enhance the accessibility and ease of navigation for end users.
 - The events section of the District’s homepage has been enhanced to include upcoming events.

Next Steps

The District’s website will also undergo further enhancements as we progress throughout the year to increase communications with the community.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Gerry Berkowitz

Assistant: Terri Bresnahan

March 12, 2012 Status Report

Steps accomplished in second trimester:

- All work related to the network and wireless upgrades was completed during the summer of 2011.
- The District was able to increase its bandwidth as well for access to the Internet.

Next Steps

- The District will continue to monitor its technology infrastructure for quality and reliability.
- The District has posted the position of Manager of Technology and will begin the interview process during the third trimester.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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 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.*

Leader: Terri Bresnahan

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **TIC Meetings**
 - Thursday, December 15, 2011 8:30-11:15 a.m.
 - Update on Technology Coaching Pilot
 - Review of Strategic Plan and its timeline
 - Update on iPad initiative
 - Prepared for the February 10 Institute Day
 - Friday, February 17, 2012 12:00-3:00 p.m.
 - Reviewed survey data from the February 10 Institute Day
 - Discussed budget planning for the 2012-13 school year
 - Prepared for the February 29 building meetings update on Strategy I of the Strategic Plan

Next Steps

The committee will meet this spring to begin the process of reviewing the policies related to technology. It will also be discussing establishing minimum usage guidelines for teachers. The TIC will continue to play an integral role in the data-driven decisions that the District makes in regards to technology usage and purchases.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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 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.*

Leader: Tim Gleason (Team Leader)

Assistants: Marcy Canel (grades pre-K-2), Kim Nasshan (grades 3-5), Tim Benka (grades 6-8)

March 12, 2012 Status Report

▪ Third Strategic Plan Meeting: Friday, February 10, 2012 8:15 - 3:00

The Student Goal Setting Committee met to address a variety of Action Steps:

Reviewing E-portfolio survey results

The student goal setting action steps call for all three grade-bands (K-2, 3-5 and 6-8) to use a Web-based forum for student goal setting. In November, the goal setting committee looked at a variety of e-portfolios, surveyed each portfolio's strengths and used a rubric to guide the committee to select the best format for District 64. This process included looking at education-related portfolios, including one made “in-house” on Google Documents. Committee members then scored an on-line survey using a rubric addressing: 1) content, 2) appearance, 3) usability and 4) holistic use (uses other than goal setting). The results clearly pointed to the Google Docs format, which has the added benefits of being a free, homegrown design.

From this process the leadership shared the results of the e-portfolio survey where the Google Docs format was clearly the preferred option. The survey ranked items on a scale of 1-4 (four being the strongest score). Survey results indicated Google Docs scoring highest in all categories: content, appearance, usability, and holistic use (non-goal setting/other class uses) and cost.

On-line tutorial for the e-portfolio

Once the accepted Google Docs format was communicated, the goal setting leadership sought a preliminary communication plan for the use of an e-portfolio. Goal setting committee members then looked at the video created as a tutorial for the use of the Google Docs format. After the video was viewed, input was provided by committee

members, including input on how a video may be used to educate parents and have them part of the goal setting process.

Review pilot goals setting with students

Committee members provided ongoing input on individual “pilot” goal setting with students and time was set aside to share about these experiences. This was a time for question and answer on what pilot goal setting formats worked well/did not work well. This includes: what has been the impact on kids, what would teachers/staff do differently.

Reviewing the work plan/input toward future work

With a large number of action steps, the leadership provided committee members a reminder of great progress that has been made in each action step. The goal setting committee has addressed all of the stated action steps to varying degrees. Further, lengthy work on February 10 asked for specific process suggestions to provide input, for future work, on how these action steps will be implemented.

- Those action steps with significant work completed include:
 - A. Develop and implement a way for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.** Pilots, some beginning in September, others in November, in four main goal setting areas of academics, civil behavior, talents and interests are underway. From this, the committee reviewed pilots again on February 10. Some staff utilized the e-portfolio format for their pilot goal setting. Established goal setting practices, under these guidelines, were shared with each grade band.
 - B. Grades K-2 students will set goals with adult guidance.** Established in this committee is the concept of developmental appropriateness: A) Kindergarten: introducing what is a goal for, B) First Grade: setting goals as a whole class, C) Second Grade: students setting individual goals. The purpose is to prepare the students to independently set and monitor goals as a way to be prepared for the future.
 - C. Technology will be used to enhance on-going communication and collaboration with all stakeholders (students, staff and parents).** Technology will be used through a Google Docs e-portfolio for goal setting (as described above). After much research of many different e-portfolio formats, committee members have adopted a format they feel will work for District 64. The use of this tool will vary with the age and developmental appropriateness of students. A variety of ideas have been discussed on how to communicate with students, staff and parents. Specific ideas have emerged and have included using a tutorial for logging on to the e-portfolio. Thus, teachers, students and parents could all view a student's goal. (Further, utilization of parent/ teacher conferences for goal-setting conversations has also been discussed as a means of communicating goal setting).
 - D. Grades K-2, 3-5 and 6-8 – Technology, such as student portfolios or web-based applications, will be used to assess student progress.** Staff looked at the survey of e-portfolios and used a rubric to look at education-related portfolios including

one made “in-house” on Google Docs. Committee members then had the opportunity to score on: 1) content, 2) appearance, 3) usability and 4) holistic use (uses other than goal setting). The results in every category and the comments clearly pointed to the Google Docs format. This service will be free of charge. Future work will solidify a process for using this tool.

- E. **Grades K-2 - Grade Level Committees will develop developmentally appropriate formats for student academic goal setting, and will consider the appropriateness of setting goals in areas of civil behavior, talents and interests. Grades 3-5 and 6-8 – includes all noted above, but goal setting will include all four areas (academics, civil behavior, talents and interests) with the use of SMART Goals.** The definition of SMART Goals (Specific, Measurable, Attainable, Relevant/ Realistic & Time bound) has been established in the creation of a District format for goal setting. Teachers have practiced the use of SMART goals and have a template for student application in the established e-portfolio Google Docs format.
- F. **Grades K-2 – Determine how parent-teacher conferences will be used to accommodate goal setting. Grades 3-5 and 6-8 – includes all noted above and student lead conferences.** Each grade band has discussed the viability of using conference time as a means of discussing student goals. A November 8 presentation by Emerson teacher Carol Zydek to the 6-8 grade band group shared specifics of student-led conferences now happening at Emerson. This process, with the inclusion of goal setting, could be easily adapted/replicated. Future work will include applying a student personal goal-setting component to the established student-led conferences.

- Those action steps with on-going work to be completed include:

- A. **Coordination will happen with the goal-setting format for K-2, 3-5, and 6-8 bands.** Each grade band has had a similar work plan up to this point. Further, each grade band has heard the progress of the other grade bands including tailoring goal setting for developmental appropriateness of each age group. As work continues, a process/ curriculum will be developed to allow for a smooth transition between K-2 to 3-5 and 3-5 to 6-8 goal setting.
- B. **Grades 3-5 and 6-8 students will set and reflect upon goals in four categories: academics, civil behavior, talents, and interest. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.** Established through committee work is the knowledge of academic goals, civil behavior goals, what is a talent and what are interests. Applying these concepts in a goal-setting format of an e-portfolio and pilot goal setting has been established. Determining age-appropriateness for these goals has been discussed. On-going work includes determining a means for identifying talents or interests for students in helping them set a goal. Screeners for talents and interests have been introduced and on-going work is needed.
- C. **Grades K-2, 3-5 and 6-8 – District 64 will provide support, training, and educational opportunities in basic goal setting and implementation for students, staff and parents.** Staff were asked process questions (Who, What, When, Where, Why and How) at all three grade bands. Information is collated and, with committee input, a process will be established within the parameters of the teacher/ staff schedule.

- D. Grades K-2, 3-5 and 6-8 – Community information will be provided as appropriate as part of this initiative.** Reports to the Board of Education are provided on all Strategic Plan activity. When a more formal implementation is ready District-wide, information will be shared with parents.
- E. Grades K-2, 3-5 and 6-8 – Staff will be given time to develop grade level goal-setting curriculum and needed materials.** Much of the work to this point has been to take the idea of goal setting and the Strategic Plan - Action Steps and start to pare down/put some structure around these steps. Pilot goal setting and subsequent conversations on better/best practices have provided teachers with known and structured ways to "do" goal setting with students. Ongoing work is needed to formalize this process for District wide implementation. Staff were asked process questions (Who, What, When, Where, Why and How) at all three grade bands. This information will allow for the drafting of curriculum.
- F. Grades K-2, 3-5 and 6-8 – Time will be devoted for meaningful student reflection on goals.** Pilots have provided teachers a structured way to "do" goal setting with students. Conversations about how to have students reflect on goals have focused on use of the e-portfolio and the structure of parent conferences, among the suggestions being considered.

Next Steps

The Strategy II leaders will explore specific action steps to be addressed for the 2012-13 school year:

- The action steps noted above with significant work already completed will be finalized in 2012-13.
- The action steps noted above with on going needs will be the primary tasks to be completed for 2012-13.
- The size and shape of the Strategy II committee will be reduced to a smaller sub-committee of approximately 15-16 staff members representing varied buildings and assignments to ensure a cross-section of District personnel.
- Goal setting process recommendations, derived from substantial work completed on February 10, will guide future process/curriculum for this sub-committee to complete.
- In addition to the sub-committee, focus groups with personnel from all seven buildings will be used to get input towards District-wide goal setting recommendations.
- Implementation of goal setting in 2012-13 on an increased scale (e.g., a full classroom or a full grade-level) will allow for changes/revisions in process and procedures towards final recommendations. Selection of the specific implementation structure and location will be guided by sub-committee recommendations.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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.*

Leader: Philip Bender

Assistants: Kevin Dwyer, Bernadette Tramm, Leslye Lapping

Resources: Susan Walsh (elementary) and Joel Martin (middle)

March 12, 2012 Status Report

During the second trimester, the leadership team met on December 12, February 1 and February 15. During these meetings we invited faculty members to join our new District steering committee for service learning. Initially, about 80 faculty members from the District expressed an interest in participating based on the Strategy III update presented at the building meetings on Wednesday, December 7. After some discussion, we identified 10 teachers, representing each school and with varied experiences, to serve on our committee.

The following staff members comprise the new District steering committee for service learning:

Kelly Amelse, Washington, 2nd Grade
Marissa Arnold, Emerson, FACTS
Dr. Kevin Dwyer, Roosevelt Principal
Joanna Fernandez, Jefferson/Roosevelt, Speech
Deborah Graziano, Carpenter, 2nd Grade
Leslye Lapping, Coordinator of Jefferson Ext. Day / Preschool Services
Joel Martin, Lincoln Principal
Thomas Nasshan, Lincoln, 7th and 8th Grades
Kristin Park, Roosevelt, 4th Grade
Shirlee Pater, Franklin, Channels of Challenge
June Sorenson, Emerson, Language Arts
Michaela Sorenson, Field, Art
Bernadette Tramm, Public Information Coordinator
Amanda Walsh, Lincoln, Technology Coach
Susan Walsh, Field Principal

In addition, the following staff members will be attending the National Service Learning Conference in Minneapolis, MN on April 11-13. Through this experience we expect to learn about ongoing service learning programs at other schools and to develop ways to introduce similar efforts in District 64.

Kelly Amelse, Washington, 2nd Grade
Dr. Kevin Dwyer, Roosevelt Principal
Thomas Nasshan, Lincoln, 7th and 8th Grades
Michaela Sorenson, Field, Art
Bernadette Tramm, Public Information Coordinator

A database of community resources also is being established, based on the information and contacts generated at the October 26 Community Conversation with about 30 key members of the Park Ridge and local community.

Next Steps

- The newly formed steering committee for service learning will meet on April 24 for a half-day session. During this time we will establish a framework for the service learning pilot program and promote interest among teams of teachers at our buildings. Further, the staff members who attended the National Conference on Service Learning will share their findings with the group. We expect to have teams of teachers pilot service learning projects during the 2012-13 school year.
- The Keynote presentation on service learning developed in the fall also will be shared with the PTO/A Presidents at their May 21 meeting.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Jim Even

Assistants: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh

Resources: Transitional Program of Instruction (TPI) teachers

March 12, 2012 Status Report

Steps accomplished in second trimester:

The Google page translator service is an embedded icon available on all pages of the District website.

Next Steps

Transitional Program of Instruction (TPI) teachers will share with program parents the availability of translation services on the District website, as well as the other materials and connection to the Illinois State Board of Education resources on the “TPI Program” page on our website.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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. (*District 64 has adopted the more commonly used term “Priority” Standards.)*

Leader: Diane Betts

Sub-Group Reading – Katie Kelly and Irene Kappas

Leaders: Language Arts – Susan Walsh, Jim Morrison and Megan Keefer

Math – Dan Ophus and Kathy Ross

Science & Health – Tony Clishem

Social Studies – Kevin Dwyer and Doug Florence

Foreign Language – Shannon Rodriguez

Art – Sonja Dziedzic

General Music – Joani Heavey

Instrumental Music – Brian Jacobi

Physical Education – Susan McGovern and Aaron Schauer

Focus for Year 2:

Although the standards in all core and encore areas were prioritized in the first year of work on the Strategic Plan, many of the standards (particularly the new Common Core Standards) are very dense containing multiple, complex skills and concepts. The focus of our work during this second year has been to unwrap the standards resulting in greater clarity as to what teachers must teach and what students must know and be able to do. From the unwrapped concepts and skills, “big ideas” of what we want students to remember long after instruction ends are being developed and “essential questions” that guide students toward the attainment of the “big ideas” are being written.

March 12, 2012 Status Report

Steps accomplished in second trimester:

▪ December 8, 2011 Strategy IV Leaders Meeting

Leaders of all Strategy IV sub-committees met with Diane Betts to review the work accomplished in each Strategy IV sub-committee on the November 8 Staff Development Day and begin to plan for the next strategic plan working day on February 10, 2012. A decision was made to spend time in February completing any additional work on unwrapping standards that needs to be completed and reviewing and refining the “big ideas” and “essential questions” related to the priority standards. It was also determined that time would be used to discuss where these standards specifically fit into current units of study and/or lessons.

The group also discussed when implementation of the priority standards would begin and decided that initial implementation could begin in the 2012-13 school year. Based on the work that remains to be completed this year and the focus on implementation in 2012-13, it was determined that the development of common assessments tied to the standards needs to be delayed until next year.

- **February 10, 2012 – Full Day Strategic Plan Meetings**
All Strategy IV Student Learning sub-committees met for a full day of work. Specifically they completed unwrapping standards, if necessary, and reviewed and refined their “big ideas” and “essential questions”. Each subject area sub-committee also discussed where these standards specifically fit into current units of study and/or lessons and began to discuss beginning implementation of the standards.
- **February 16, 2012 – Curriculum Team Meeting**
Leaders of the middle school Reading, Language Arts, Social Studies and Science Strategy IV sub-committees met to analyze horizontal alignment of priority standards and discuss how reading and writing across the content areas will be addressed in the priority standards for each subject area at the middle school level.
- **Articulation and Training related to Common Core Standards**
Leaders for the core subject areas have attended various conferences and workshops related to the new Common Core Standards to gain a deeper understanding of the standards and prepare for implementation. We have also met with the Maine Township Common Core Standards Articulation Group to discuss staff development opportunities related to teaching the new Common Core Standards.

Current status:

The majority of subject area sub-committees have completed their work of unwrapping the priority standards for each grade level and developing “big ideas” and “essential questions”. A few sub-groups have not finished this process with all standards and will use release time to complete this work before the end of the school year.

Next Steps

- Develop a presentation that will be given at all buildings on Wednesday, April 25, 2012 explaining the work that has been accomplished in Strategy IV and the next steps in implementing the priority standards.
- Determine a format for sharing priority standards with all District 64 teachers.
- Determine staff development needed to support teachers in teaching the priority standards.
- Initiate a Math Curriculum Review Committee to analyze what implications new Math standards have on instruction and instructional materials.
- Determine when to revise the curriculum brochures and website to reflect new District 64 Priority Standards.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Sandra Stringer

March 12, 2012 Status Report

All steps for this Action Plan were completed earlier this school year, as reported in December. The application tool is ready to be activated for 2012-13 hiring.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Diane Betts

Assist: Principals and Staff Development Committee

March 12, 2012 Status Report

Steps accomplished in second trimester:

- Professional Growth workshops have continued to be offered on specific instructional approaches that can be used to support differentiation, such as literature circles, guided reading, and math centers.
- Instructional materials that can be used to support differentiation have been purchased and staff have been trained in their use. Examples include *Raz Kids*, an on-line resource for leveled books that students can access in school or at home; iPad apps that help support struggling students or students who need extensions and enrichment of the curriculum; and other resources such as *Rocket Math* and *Study Island*.
- The technology coaches have also been utilized to help support differentiation of instruction. Specifically, they have modeled ways to utilize the iPads for small group instruction and independent activities to support students’ individual learning needs. They have found and suggested various on-line resources and iPad apps to help support struggling students or extend the curriculum for other students. They have also developed and modeled SmartBoard lessons that engage learners with various styles of learning and have helped middle school students to learn a variety of ways to present their work and demonstrate their understanding of the curriculum.

Next Steps

Utilizing the Change Protocol, the Strategic Plan leadership group has analyzed the many different instructional expectations that are stemming from the Strategic Plan and believe that it is not in the best interests of the District to plan and provide a separate staff development emphasis on differentiation of instruction at this time. The group believes that differentiation of instruction should be blended into planned staff development to help teachers understand and implement the priority standards. This will impact the recommendations on how this action plan is to be scheduled for future years.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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 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.*

Leader: Diane Betts

Assist: ESC Team

March 12, 2012 Status Report

The idea of hiring instructional/ differentiation coaches to help teachers differentiate instruction has been discussed by the Strategic Plan Leaders and ESC Team. The concept of instructional coaching as a powerful means of providing staff development is fully supported. However, the Strategic Plan leaders and ESC Team recognize the Board of Education’s desire for financial prudence and therefore will not be recommending separate differentiation coaches be hired for 2012-13 as indicated on the five-year timeline. Instead, we plan to further utilize the curriculum specialists and technology coaches (if approved) to provide professional coaching on how teachers can differentiate instruction while teaching to the priority standards.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Diane Betts

Sub-Group Reading – Katie Kelly and Irene Kappas

Leaders: Language Arts – Susan Walsh, Jim Morrison and Megan Keefer
Math – Dan Ophus and Kathy Ross
Science & Health – Tony Clishem
Social Studies – Kevin Dwyer and Doug Florence
Foreign Language – Shannon Rodriguez
Art – Sonja Dziedzic
General Music – Joani Heavey
Instrumental Music – Brian Jacobi
Physical Education – Susan McGovern and Aaron Schauer

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **December 8, 2011 Strategy IV Leaders Meeting**
Strategy IV Leaders met to discuss work accomplished on the November 8 Staff Development Day and to plan next steps. A decision was made that additional time was needed to complete or refine the development of “big ideas” and “essential questions” and discuss where/how current units of study could be used to address the priority standards. It was determined that the District-wide development of common assessments tied to the priority standards would not be accomplished in the 2012-13 school year and should be delayed until we have begun actual implementation of the priority standards.
- **Discussion of common assessments**
While District-wide development of common assessments tied to the priority standards has been delayed, some buildings and departments have informally explored common ways to assess student learning and use results to plan instruction, differentiation and interventions.
- **Additional training on common benchmark assessments**
IR and Literacy teachers have received additional training and clarification on how to administer and use results from common reading benchmark assessments to plan interventions and develop IEP goals. Elementary classroom teachers have received additional clarification on how to use results from a common math benchmark assessment to determine areas for instructional focus and differentiation of instruction as well as determine students in need of interventions.

- **Assessments Tied to Common Core Standards**

Some teachers have begun to explore use of a Study Island placement test tied to new Common Core Standards to examine where our students may achieve in relation to the new Common Core Standards in math and language arts.

Next Steps

- Online assessment development tools will be explored to possibly assist with the development and sharing of assessments tied to priority standards.
- We will continue to examine the use of the Study Island placement tests and activities tied to new Common Core Standards as a means for examining where our students may achieve in relation to the new Common Core Standards. We will also begin to examine the new MAP test tied to the Common Core Standards and determine if/when we might want to convert to this new assessment.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Diane Betts

Sub-Group Reading – Katie Kelly and Irene Kappas

Leaders: Language Arts – Susan Walsh, Jim Morrison and Megan Keefer

Math – Dan Ophus and Kathy Ross

Science & Health – Tony Clishem

Social Studies – Kevin Dwyer and Doug Florence

Foreign Language – Shannon Rodriguez

Art – Sonja Dziedzic

General Music – Joani Heavey

Instrumental Music – Brian Jacobi

Physical Education – Susan McGovern and Aaron Schauer

March 12, 2012 Status Report

Steps accomplished in second trimester:

- **January, 2012 – Presentations on 21st Century Learning**
Presentations on 21st Century Learning and the importance of integrating creative expression, critical thinking and problem solving into all areas of instruction were made to the Board of Education, Curriculum Team, and the Strategy I Technology Committee.
- **February 10, 2012 Staff Development Day – Full Strategic Plan Meetings**
All Strategy IV Student Learning sub-committees continued to work on refining “big ideas” and “essential questions” to reflect higher level thinking and problem solving skills and began to discuss how these would be used in instruction with students.
- **Development of Information Literacy Curriculum**
Jackie Phillips (LRC Curriculum Specialist) and the LRC Directors have been working to develop a specific information literacy skills curriculum that is tied to the Common Core Standards and NETS (as discussed in Strategy I/Technology). This curriculum will be finalized before the end of the school year and implemented in 2012-13.

The job description for the LRC Directors is being revised to reflect a heavier focus on working collaboratively with teachers to develop students’ Information Literacy Skills.

- **Integration of Skills into Core Curriculum**
Core subject area teachers particularly at the middle school level are identifying areas where higher level thinking skills and information literacy skills can be integrated into content area instruction.

Next Steps

Strategy IV sub-committees will continue to discuss and plan how higher level thinking skills, creative expression and problem solving skills as well as technology, information literacy, Great 8 Learning Strategies and civil behavior can be integrated and fostered in the instruction of unwrapped standards. Sub-committee members will also discuss how higher level thinking skills, creative expression and problem solving skills can be measured through common assessments.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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

Leader: Diane Betts

Assistants: Principals, Curriculum Specialists and Quality Improvement Teams

March 12, 2012 Status Report

Steps accomplished in second trimester:

- Grade level groups at each elementary school are using data from multiple sources to identify and plan for differentiated math instruction and interventions.
- The Math Department and RtI Leadership Team are analyzing math achievement at all grade levels to determine areas of strength and weakness in our curriculum, particularly in light of changes in the Common Core Math Standards and to determine if our students at each grade level are meeting the expectation for at least 80% of students to be at targeted benchmark levels.
- The Literacy Leadership Team has continued to use and refine as necessary the Literacy Intervention Protocol as a guide for helping teachers to identify students for interventions and selecting appropriate interventions to match student needs.
- Training on the Inform Database has been provided at building meetings to introduce all teachers on how to locate individual and group data from multiple assessments.
- Data from winter benchmark assessments has been uploaded to the Inform Database and made available to all staff.
- A pilot group of Literacy and IR teachers are piloting a new Response to Intervention (RtI) feature in Inform that can be used to electronically track student interventions. A decision will be made to determine if we want to use this feature next year to document all student interventions.
- Instructional Resource and Literacy teachers have received additional training on how to use progress monitoring data to plan instruction, write IEP goals, etc.
- Staff development time on Problem Solving early release Wednesdays has continued to be used to examine data from benchmark assessments in order to plan instruction and determine which students need additional support.

Next Steps

- We will continue to use our RtI Leadership, Literacy Leadership and other curriculum review committees to analyze what assessments are administered and how data is used to inform instruction and determine interventions as well as determine areas for curricular improvement and additional staff development.
- We will continue to utilize the services of our core curriculum specialists and other teacher leaders to develop/improve skills for coaching teacher teams in the use of data to inform instruction.

Park Ridge-Niles School District 64 “Journey of Excellence” Strategic Plan

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.*

Leader: Phil Bender

Assistant: Kim Nasshan, other Administrative Council members

March 12, 2012 Status Report

Steps accomplished in second trimester:

The primary effort this year continues to be focused on building the capacity of administrators and others who are planning or guiding changes to become more familiar with the eight steps in the protocol and to use it as a helpful checklist for planning.

- **Administrative Council Meeting, January 25, 2012**

Administrators participated in an activity utilizing the change protocol. As we looked at the eight main areas, we reflected on specific situations throughout the District and applied the eight areas of the protocol. The tool is an effective guide to use when planning for large system changes.

- **Institute Day, February 10, 2012**

Various strategy groups utilized the change protocol in thinking about implementation of their action plans. For example, as part of the work for this day, Strategy II committee members used the eight main areas of the change protocol as a guiding tool as they continued their work through the action steps of Strategy II.

In addition, the “Nice Bike” theme introduced by the August Institute Day speaker Mark Scharenbroich continues to be a useful tool to acknowledge staff and provide positive reinforcement. For example, one of the Strategy IV Student Learning sub-committees used “Nice Bike” note cards at the end of the February Institute Day to send to colleagues on the sub-committee or within the District they felt deserved extra recognition.

- **Quality Improvement Teams (QIT)/Staff Meetings**

Some schools are using the change protocol as they begin to look at new programs that will be implemented next year. For example at Washington School, the QIT on February 14 first looked at the eight main areas to consider from the change protocol, generated further questions to consider and systems to be put in place. At the next staff meeting on February 29, again the eight main areas were considered and the entire staff generated more ideas to consider.

- **Literacy Leadership Team**

Leaders of the Literacy Leadership Team have used the change protocol as they plan for a change in one of the District's benchmark reading assessments for next year.

- **Strategic Planning Leadership**

The leadership team is using the change protocol to guide the direction for the Strategic Plan for school year 2012-13. As we continue to plan the work, we are using the protocol to prioritize and shift timelines of certain areas as we consider the District's overall capacity to integrate change from many sources.

Next Steps

Administrators and staff will continue to utilize the eight steps in the protocol as it steadily becomes a natural component to implement the Strategic Plan and increasingly in the District's ongoing operations.

Park Ridge-Niles School District 64
"A Journey of Excellence" – Strategic Plan Implementation Schedule 2011-12

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15
1. Accelerating the Advanced Use of Technology	1 Curriculum scope & sequence		Pilot			
	2 Staff proficiency standards					
	3 Resources/peer coaches		Pilot			
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implementation Comm)					
	8 BATC (Bd Adv Tech Comm)					
2. Model for Personal Student Goals	1 Grades K-2		Pilot			
	2 Grades 3-5		Pilot			
	3 Grades 6-8		Pilot			
3. Collaboration within Our Partnership	1 Engage partners					
	2 Service learning			Pilot		
	3 Non English-spkg families					
4. Expectations for Student Learning and Instructional Practices	1 Develop Priority Standards		Staff Dev			
	2 Hiring differentiation experience		Pilot			
	3 Staff dev on differentiation					
	4 Plan differentiation peer coaches					
	5 Implement differentiation peer coaches			Pilot		
	6 Pre/post common assessments					
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills		Staff Dev			
	10 Student progress reporting					
	11 Data-driven instruction					
5. Support & Tools for Change	1 Utilize change protocol					
Existing Initiatives	Rtl					
	Rtl: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curr					
	Teach learning strategies (all content areas)					
	Gifted identification review					
	Update teacher evaluation tool					
	Plan/hire for admin retirements					
	Admin staffing study					
	Wellness Benefit Fair					
	RFPs contracted services					
	Conversion to Skyward					
	New Superintendent orientation					
	Facility Study					
	Budget planning & review					
	Contract negotiations					
	Board orientation					