

To: Board of Education
 From: Philip Bender, Superintendent
 Date: February 25, 2013
 Subject: Progress Report on 2012-13 District-wide Priorities and Strategic Plan Activities

Overview

The 2012-13 school year is the third year of implementation for the District 64 Strategic Plan, which was originally adopted by the Board of Education in May 2010. (Attachment 1) The plan was named a “Journey of Excellence” to acknowledge that implementation would require a minimum of five years. Based on the substantial progress made during the first two years, Strategic Plan activities for 2012-13 and beyond are now clearly embedded within the District’s key initiatives.

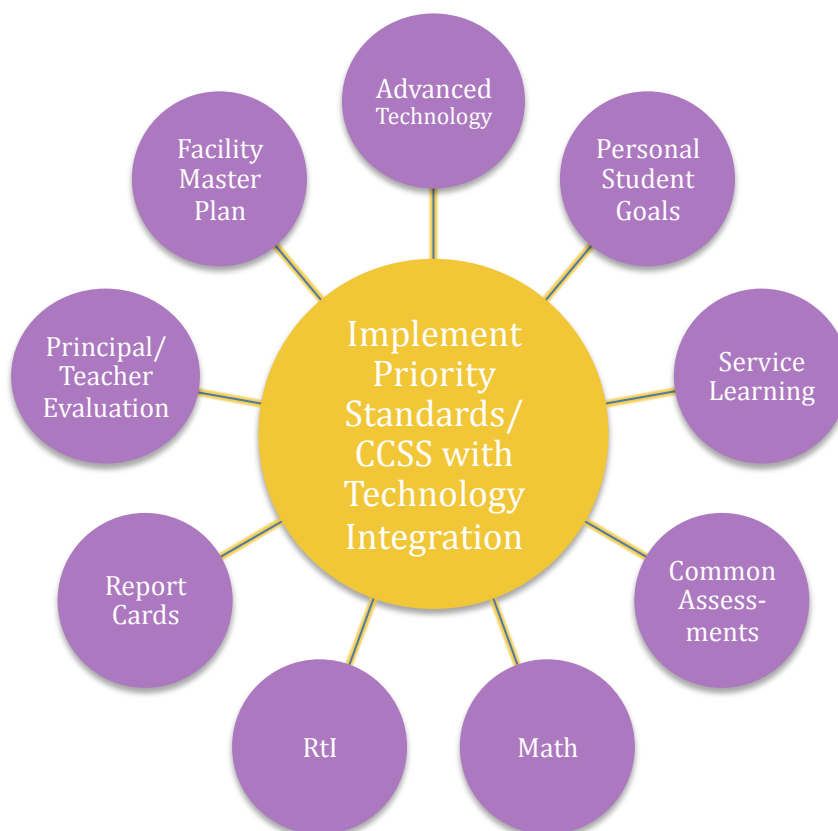


District-wide Priorities for 2012-13

The District’s mission provides the lens for thinking about how we have prioritized time and resources:

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.

The graphic below illustrates these priorities, with emphasis on the center.



Placed at the center of the illustration, **the main priority for all staff this year is the implementation of the Priority Standards/CCSS with technology integrated into the instruction of these standards, and the professional development needed to support this work.** Nine other important focal points are arranged around this center. Shared below is a summary of current progress and next steps for each of these areas. As scheduled, Strategic Plan activities are in various stages of progress with some just beginning and others moving toward implementation.

► **Implement Priority Standards/CCSS with Technology Integration** ◀

This year, the way in which we think about the Strategic Plan has been redefined in two critical ways:

- First, the collaborative structures required to complete the work have shifted to maximize the District's investment in job-embedded professional development through the Instructional Technology Coaches, Curriculum Specialists, and Department Chairpersons.
- Second, the nature of the work itself has changed. Having completed the identification of priority standards in large Strategic Plan strategy committees, we are focused on their implementation in the classroom. Instead of requiring the "all in" participation of all staff and administrators to serve on individual Strategic Plan committees, we have enlisted an "all in" commitment to this implementation effort. Smaller, more focused sub-committees are utilizing release time to support all staff with planning, instruction, and assessment.

The shift in both our collaborative structures and the nature of our work has had an impact on all areas of the Strategic Plan, but particularly on our area of primary focus, the implementation of the priority standards/CCSS with technology integration.

The timeline for this focus area can be summarized as follows:



The Illinois State Board of Education (ISBE) has set forward a five-year timeline to begin implementation of CCSS across Illinois. The 2012-13 school year is the mid-point of this process, which will culminate in students being assessed for the first time on these standards utilizing the Partnership for Assessment of Readiness for College & Careers (PARCC) assessment in 2014-15. District 64's CCSS transition plan is comprised of four stages: Introduction, Early Implementation, Supplemented Implementation, and Full Implementation.

2011-12 Stage 1: Introduction

Last year and the prior year, nearly 400 certified staff and administrators collaborated to address the five strategies of the District 64 Strategic Plan. As a part of this effort, each core and encore area reviewed the curriculum to identify priority standards and develop a detailed outline of their implications for instruction. In English Language Arts and Mathematics, teachers identified priority standards based on the CCSS.

2012-13 Stage 2: Early Implementation

This school year, much of our strategic collaborative work has transitioned to the operational work of various District committees and has become embedded in our daily practice and District staff development plan. Educators are working together to develop a deep understanding of the priority standards, their relationship to the Common Core Standards (where appropriate), and their implications for planning, instruction, and assessment.

Mid-Year Update

Our collaborative efforts have resulted in the following accomplishments:

- Our efforts are led by the **Instructional Technology Coaches, Library Information Specialists, Curriculum Specialists, and other teacher leaders** who provide job-embedded professional development in addition to professional development sessions on District Staff Development Wednesdays and Staff Development Days. Teachers are applying their learning to design and implement standards-aligned instruction.
- All teachers are involved in this work through their grade-level team or middle school department. **Elementary Grade-Level Teams** and **Middle School Departments** continue to be responsible for the review and implementation of the Priority / CCSS Standards supported by technology integration. While each team or department has a plan based on the needs of students related to their subject area or grade-level, all staff have the opportunity to participate in this work on Staff Development Wednesdays during department meeting time or grade-level planning time.
- The responsibilities of the **Staff Development Committee** were broadened this year to collaboratively plan "District-Directed" Staff Development Wednesdays and District Staff Development Days. The Staff Development Committee is comprised of one representative from each building, one Instructional Technology Coach, two principals, and the Assistant Superintendent for Student Learning. The design of staff development activities reflects the District's priority focus on implementing the Priority Standards/CCSS with technology integration.
- In addition, various **District leadership committees** are responsible for this work:
 - Two, "in-house" professional development committees (Reading and Math) were established to build the capacity of District 64 teachers to understand and implement the CCSS.
 - Other previously existing committees have been reconstituted this year to support this focus.

Each District leadership committee described below has a unique charge related to meeting the needs of specific grade levels and subject areas.

► Supporting the Transition to the English Language Arts (ELA) Common Core Standards:

- **Kindergarten Curriculum Review Committee**
The Kindergarten Curriculum Review Committee is comprised of teacher representatives from Kindergarten and the Literacy Program. The Team met early this fall to review recommendations for curriculum expectations and pacing based on the Common Core State Standards. Committee members have been responsible

for annotating their students' progress related to these expectations each trimester. The team will meet at the end of this month to review these expectations and make adjustments based on this consultative feedback.

- **Reading Committee**

The Reading Committee is comprised of representatives from each elementary building. Reading Committee members provide consultative feedback from the buildings regarding the implementation of the ELA CCSS, the alignment of District 64 curricular materials related to the CCSS, and the professional needs of staff. This year, the Reading Committee reviewed the professional development modules implemented in January and February to "field test" their effectiveness before bringing them to a broader audience.

- **Reading Professional Development Team**

The newly formed Reading Professional Development Team consists of the elementary Library Information Specialists, the elementary Instructional Technology Coaches, and one representative from each grade level K-5. This team is responsible for designing three reading professional development modules for all grade-level teachers, Instructional Resource (IR) teachers, Special Needs teachers, and Channels of Challenge teachers. One module was implemented on a District Staff Development Wednesday in January and one was presented at our recent Staff Development Day in February. The final module will be presented in March on a District Staff Development Wednesday. The modules provide teachers with a comprehensive explanation of the standards as well as instructional activities that support the standards. They address the three shifts in English Language Arts instruction required by the CCSS as well as explicit strategies for supporting higher-level comprehension. The Instructional Technology Coaches, Library Information Specialists, and Language Arts Curriculum Specialist provide job-embedded coaching for the implementation of these activities.

► **Supporting the Transition to the Math Common Core Standards:**

- **Math Curriculum Review Committee**

The District Math Review Curriculum Committee is comprised of grade-level representatives from each school in the District in addition to representatives from Instructional Resource, Channels of Challenge, and the Principal Team. The goals of the committee are twofold: 1) Approve recommendations for small refinements to the District 64 Math Priority Standards, and 2) Identify math curriculum materials for potential adoption.

Key elements of the committee's work thus far include:

- Earlier this year, Kristen Clegg, a consultant with Dynamic Math Institute, collaborated with District 64's Math Curriculum Specialist and Middle School Department Chair to audit the Math Priority Standards. The goal of this year's audit was to check the K-8 learning progression of the Priority Standards identified by the Strategic Plan Committee in 2011-12. The Priority Standards were also compared to the PARCC Assessment Framework, which offers insight into the focus of this new assessment. The Math Curriculum Review Committee is responsible for reviewing the results of this audit and refining the Priority Standards as needed.
- The Math Curriculum Review Committee is implementing a comprehensive process to review the alignment of math curriculum materials to the Common

Core State Standards for Mathematics. Three alignment tools developed by the CCSS Mathematics Curriculum Analysis Project are assisting us with evaluating mathematics curriculum materials that support implementation of the newly developed CCSSM. The CCSS Mathematics Curriculum Analysis Project is led by a national team of educators with expertise in mathematics, mathematics education, and school administration. The tools are designed to provide educators with objective measures and information to guide their selection of mathematics curriculum materials based on evidence of the materials' alignment with the CCSSM. Tool 1 provides information about the degree to which specific topics are incorporated appropriately at each grade level. Tool 2 focuses on the extent to which the Standards for Mathematical Practice are embedded and integrated in the curriculum materials. Tool 3 focuses on the extent to which mathematics curriculum materials address considerations related to equity, assessment, materials, and technology. The Committee will share these tools with the Board in March.

- **Math Grade Level Professional Development Committee**

The newly formed Math Grade-Level Professional Development Team consists of one teacher at each grade level from each K-5 school in addition to the Instructional Technology Coaches. This team was responsible for designing three math professional development modules for all grade-level teachers, IR teachers, Special Needs teachers, and Channels of Challenge teachers. The modules were engaging, hands-on opportunities that provided teachers with a comprehensive explanation of the standards as well as instructional activities that support the standards. The Instructional Technology Coaches and Math Curriculum Specialist provide job-embedded coaching for the implementation of these activities. Each K-2 teacher explored three modules related to the Math Common Core Standards: 1) Operations and Algebraic Thinking, 2), Measurement and Data/Geometry, and 3) Number and Operations in Base Ten. Kindergarten teachers will also explore Counting and Cardinality in Module 3. Each grades 3-5 teacher explored three modules related to the Math Common Core Standards: 1) Operations and Algebraic Thinking, 2), Measurement and Data/Geometry, and 3) Number and Operations in Base Ten/Number and Operations-Fractions. The three half-day modules were presented by the Grade-Level Professional Development Team at: a District Grade-Level Meeting on a Staff Development Wednesday, a half-day session on our November 6 Institute Day, and a half-day professional development session scheduled for each grade level in December.

Next Steps in 2012-13

The Reading Committee, Reading Professional Development Team, and Middle School Language Arts Department will continue designing professional development around the CCSS anchor standards related to informational text and literature. In addition, the Social Studies and Science Departments will continue to explore the application of the CCSS in the content areas as they relate to informational literacy, research, and speaking/listening.

The Math Curriculum Review Committee will share recommendations for curriculum adoption with the Board of Education in March. Representatives from the Math Curriculum Review Committee, the Math Grade Level Professional Development Team, and the Math Department will assist with the design of professional development related to the implementation of these materials and the CCSS. The Math Curriculum Review Committee will also review the results of the audit and refine the

Priority Standards as needed. In addition, the committee will make recommendations about current math assessments and progress-monitoring tools.

The work of the BATC will play an integral role in the implementation of the CCSS/Priority Standards. As this committee conducts its research and develops its recommendations, it will keep student learning as its focus. Any possible technology models that might be considered by the BATC will be aligned with the goal of supporting the CCSS/Priority Standards and the work conducted thus far by all other curriculum committees. Professional development will continue to be an essential component of the BATC's recommendation to the Board this spring.

2013-14 Stage 3: Supplemented Implementation

Our Curriculum Specialists in English Language Arts and Mathematics are designing a Supplemented Implementation Plan to support students with the transition to the CCSS in 2013-14. This is important for intermediate and middle school students who are transitioning to the CCSS later in their elementary school careers. A carefully designed plan will address our students' needs and enable them to progress successfully within the framework of the CCSS.

2014-15 Stage 4: Full Implementation

We anticipate full implementation of the standards in the 2014-15 school year. This is the same year that new PARCC assessments will be introduced and the ISAT will no longer be administered. As teachers work fully with the standards, they will continue to use their knowledge of student learning to adjust and refine instruction.

Now we will look at each of the other focus areas for 2012-13 individually, moving clockwise around the illustration.

► Advanced Technology ◀

This focus area carries forward the Strategic Plan Strategy I that states: *We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.*

This year, all District 64 staff have been heavily involved in accelerating the use of advanced technology. Whether it be for productivity or teaching and learning, technology usage is increasing throughout the District. The roles of the Instructional Technology Coaches (ITC) have transformed professional development, especially in the area of technology integration. We continue to see an increase in the effective use of technology to support student learning as teachers are transforming their instruction to meet the demands of the 21st century.

Mid-Year Update

Major accomplishments for the 2012-13 school year thus far include:

- The Technology Implementation Committee (TIC) has continued to serve as a sounding board for technology initiatives in the District, including equipment purchases and usage. The committee has collected information regarding SmartBoards in classrooms and has reached consensus that the use of this

technology would benefit all grade levels and content areas. TIC also reviewed the use of iPads in our schools and supported investigating alternatives to iPads on carts. Several classrooms in Franklin, Roosevelt and Washington are piloting the use of a set of dedicated iPads to be used to support small group instruction, center activities and collaborative learning. Results of these trials will be shared to determine the best use of iPads in the elementary setting.

- A system for communication and collaboration among staff, students and parents has been implemented throughout the District. (Action Plans 4 & 5) Google Apps for Education has been made available to all staff and will be the District's sole platform for email beginning in the third trimester. As teachers receive training and support from their Instructional Technology Coach, they are allowing access to their students to support online collaboration, communication and productivity. Google Apps for Education are offered free to educational institutions and provide a secure and reliable online environment for sharing, creating and collaborating with documents and other web-based tools.
- Resources in the form of equipment, online tools and professional development have been provided to teachers to support their instruction and productivity. Additional SmartBoards, iPads, laptops, document cameras, and LCD projectors have been added to the District's inventory to provide greater access for teachers and students. The Instructional Technology Coaches, now available at our 7 elementary and middle schools, provide one-on-one, individualized support for all staff as they increase their capacity to utilize 21st century tools for learning. The ITC's have been critical to supporting the implementation of the Common Core State Standards and Priority Standards. They function as integral components of all aspects of professional development throughout the District. Institute Days, professional development Wednesdays, new teacher training, curriculum committees, and faculty meetings have all utilized the expertise of the ITC's to support professional growth in District 64.
- The Board Advanced Technology Committee (BATC) has been formed to advise and alert the Board of Education about advanced technology issues. This committee has developed a clear understanding of how technology supports teaching and learning and is currently researching how to leverage technology to help all students in District 64 achieve success. Please see the separate BATC report for a detailed update on the work of this committee. (Attachment 2)

Next Steps in 2012-13

The effective use of technology to support teaching and learning will continue to be a focus this year:

- The Instructional Technology Coaches will carry forward their work of professional development for all staff through one-on-one, grade level and team support. They will also maintain their roles on the multitude of committees that are focused on the implementation of the CCSS/Priority Standards.
- The TIC will meet again in March to be updated on the status of the BATC, provide input for budgetary recommendations, and focus on developing technology guidelines for teachers.
- The BATC will move forward with its research and bring forth a recommendation to the Board at its April 8 meeting.
- Ongoing initiatives, such as Google Apps for Education and the use of iPads, will continue to be supported through professional development by the Instructional Technology Coaches at the building level.

► Personal Student Goals ◀

This focus area carries forward the Strategic Plan Strategy II action plans that need further readiness work prior to full implementation. The strategy states: *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.*

Mid-Year Update

The goal setting committee addressed all of the stated action steps to varying degrees during its first two years of work. As noted earlier, the large strategy-based committees have been discontinued and smaller groups formed as needed. The committee's valuable work products have been shared on the new District 64 Staff Portal (intranet) to provide support for staff members interested in beginning the process of assisting students in setting, measuring and achieving personal goals in four core areas: academics, civil behavior, talents and interests.

Next Steps in 2012-13

Student goal setting will be addressed in the April workshop, "Seven Strategies of Assessment for Learning." This workshop explores how formative assessment can teach students to self-assess and set goals, and prepare students to reflect on, track and share their learning. This will also have an impact on our work with common assessments (see below).

► Service Learning ◀

This focus area carries forward the Strategic Plan Strategy III action plans 1 and 2. The strategy states: *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.*

Mid-Year Update

The efforts thus far this year include:

- Presentation and discussion of the service learning model at two Administrative Council meetings, to continue building awareness among building principals of how to utilize a common planning tool for projects. Use of a common tool will be the groundwork for sharing project ideas and experiences among our schools. Principals have been asked to fortify or transform community service projects into service learning activities as opportunities arise.
- Creation of a new page on the District's new Staff Portal to promote sharing of projects across the District and to provide additional resources to teachers.
- Presentation and discussion with the District's Curriculum Team in January to present the service learning model and build understanding of the opportunity to embed service learning in the new CCSS curriculum units.

Next Steps in 2012-13

The Steering Committee will meet to share reports and materials on service learning projects already underway and identify ways to build further awareness and understanding among teachers about best practices. The Service Learning page will be expanded as teachers share their projects using the common planning form. A presentation also is planned for the PTO/ A Presidents' group.

► Common Assessments ◀

This focus area carries forward activities in the Strategic Plan – Strategy IV Student Learning action plan 6. Now that the Priority Standards have been identified and unwrapped in all core and encore subject areas, we need to determine how we will assess student learning of these standards.

Mid-Year Update

The focus of 2012-13 is on developing knowledge of the Priority Standards/CCSS and designing instruction, supported by technology, which enables students to master these standards. As individual teachers and teams design instructional activities, they are implementing assessments to measure student progress. They are not, however, designing common assessments for implementation across grade levels and teams. Rather than accomplishing this task this year as scheduled, we devoted additional time to building a deep understanding of the standards. We will begin to address common formative assessments next year.

Next Steps in 2012-13

In April, the Middle School Response to Intervention (RtI) Leadership Team, Curriculum Specialists, Department Chairpersons, and representatives from each building will attend a one-day workshop, “Seven Strategies of Assessment for Learning,” designed to deepen participants’ understanding of how assessment for learning can be woven into daily teaching activities to strengthen instruction. Powerful formative assessment helps students develop a clear vision of the intended learning, provides descriptive feedback effectively and efficiently, teaches students to self-assess and set goals, and prepares students to reflect on, track and share their learning. Based on this understanding, common assessments can then be developed across teams and grade levels. This will also have an impact on our work with personal student goals (see above).

► Math Curriculum Review Committee ◀

The work in this area was described earlier in the report.

► Response to Intervention (RtI) ◀

Full development and implementation of District 64’s RtI program is an ongoing initiative for the District that is linked to Strategic Plan – Strategy IV action plan 11: *Use data over time as an indicator for instructional change.*

Mid-Year Update

Prior to this school year, two committees were established to address District-wide implementation of the Response to Intervention (RtI) model. The Elementary RtI Leadership Team and the Middle School RtI Leadership Team supported staff with developing an understanding of RtI, including the process, resources, and personnel at different levels of intervention. This year, this information was used to design a District 64 RtI website that all staff members can access to support their work.

To customize professional development for each school, the Elementary RtI Leadership Team has been reconfigured into five, building-based teams. These teams have

established school-specific action plans and are collaborating with District Curriculum Specialists, the Assistant Superintendent of Student Learning, and the Director of Special Education/Pupil Services to achieve their goals. While each elementary school's goals are unique, all address challenges related to differentiation, eligibility for intervention, intervention design, data collection, progress-monitoring and scheduling.

The Middle School RtI Leadership Team has continued to include representatives from both Emerson and Lincoln. In addition to reviewing the RtI process with staff, the team is supporting professional development around intervention design and progress-monitoring. The team is also focusing on differentiation and instructional strategies that support student learning within general education classes.

The Literacy Leadership Team supports the work of the RtI Leadership Teams at both the elementary and middle school levels. This grades K-8 committee is comprised of representative Literacy teachers, Instructional Resource teachers, Special Needs teachers, psychologists, and curriculum specialists. The Literacy Leadership Team addresses literacy intervention in the District. This year, the committee has implemented Aimsweb testing, identified universal screeners at each grade level, and piloted a progress-monitoring tool for reading comprehension.

Next Steps in 2012-13

For the remainder of the school year, building-based RtI Leadership Teams at the elementary level will continue to address their school specific action plans and the Middle School RtI Leadership Team will continue to implement its action plan. Ultimately, the goal is for each school to have a process in place at the building level that enables teachers to collect baseline data, identify student goals, implement an intervention with fidelity, refine the intervention based on data, and determine a student's eligibility for additional intervention. The Literacy Leadership Team will also finalize recommendations for an assessment plan that includes a consistent universal screener at each grade level and progress-monitoring tools for reading comprehension.

► Report Cards ◀

This focus area relates to Strategic Plan – Strategy IV action plan 10 on student progress reporting. Now that we have new learning standards identified at each grade level in all subject areas as a result of the Priority Standards work and adoption of the Common Core State Standards, the District will need to revise our current report card to reflect student learning in relation to these new standards. An examination and revision of our current report card should include analysis of the differences in assessment, grading and reporting practices with a traditional approach to report cards and a standards-based approach to reporting progress.

Mid-Year Update

This committee is now scheduled to be established in April/May. The later timing is the result of our focus on identifying priority standards and understanding their implications for instruction.

Next Steps in 2012-13

A grades K-8 District 64 Report Card Committee will be formed, and will be tasked to develop an understanding of the differences between a traditional report card and a

standards-based report card. The committee also will create an action plan for its future work.

► **Principal/Teacher Evaluation** ◀

As part of the state mandated Performance Evaluation Reform Act (PERA) of January 2010, new evaluation systems are being implemented over the next several years for both teachers and administrators. Growth in student achievement will become a key component in all evaluations.

Mid-Year Update

The following steps have been taken thus far this year:

- The new Principal Evaluation System for all Principals and Assistant Principals has been fully implemented for the 2012-13 school year. It will be reviewed at the end of the school year to determine if changes to the structure or process are appropriate.
- In accordance with changes in State law, the District has incorporated and is using the new evaluation ratings (Excellent, Proficient, Needs Improvement and Unsatisfactory) with all teachers this school year. The evaluation instrument and procedures remain the same as current practice.
- All District administrators responsible for evaluating staff passed the mandated training modules that needed to be completed by November 1, 2012.

Next Steps in 2012-13

The District's Evaluation Committee will be meeting this spring to review the current evaluation tool and discuss changes for the future.

The District is on track to meet all mandated educational reform requirements by the start of the 2016-17 school year.

► **Facility Master Plan** ◀

This focus area relates to the first parameter within the Strategic Plan, which states: *We will always maintain safe, supportive learning environments.*

District 64 began work in 2011-12 on a Facility Master Plan to provide a framework to manage facilities, and to plan and budget for the full range of building maintenance needs going forward.

Mid-Year Update

During 2012-13, the Board has methodically considered and is moving forward on the priority projects defined in late 2011, including extensive work at Carpenter, Franklin, Lincoln and Field schools. Significant time also has been devoted to consideration of various financing alternatives, including performance contracting. The Board has also received two in-depth reports from a Community Finance Committee study group that reviewed the financial impact of various borrowing options.

Next Steps in 2012-13

The Board will have a series of decisions to make at upcoming meetings to authorize work for summer 2013 and plan for additional projects in succeeding years. In addition, the Board will be asked to consider whether to complete several remaining

items called for in the original Master Plan process, such as an educational adequacy study, five-year District-wide technology plan, and other activities.

A few final thoughts on this mid-year update:

Summary and Next Steps

Strategic Plan activities for 2012-13 and beyond are now clearly embedded within the District's key initiatives. Based on the substantial progress made during the first two years, we have shifted both our collaborative structures and the nature of our work, which has had an impact on all areas of the Strategic Plan. The District's main priority for all staff in 2012-13 is the implementation of the Priority Standards/CCSS with technology integrated into the instruction of these standards. To succeed, teachers are receiving professional development and assistance with how to infuse instruction that leads students to develop deeper and more cognitively complex skills in: critical thinking; problem formulation as well as problem solving; interpretation; communication; creative expression and development of innovative ideas; research; and the use of technology. This is what educating the whole child in the 21st century must be about; our activities this year are focused on achieving this mission.

An end-of-year report will be presented to the Board in late spring to describe activities during the second half of this school year.



Park Ridge-Niles School District 64 Strategic Plan

Journey of Excellence

Mission

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.

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.

Objectives

- 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.

Strategies

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

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.

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.

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.

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.

Parameters

1. We will always maintain safe, supportive learning environments.
2. We will not tolerate behavior that is demeaning or disrespectful to any individual or group.
3. School improvement plans will always be consistent with the strategic plan of the District.
4. 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.
5. No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.
6. Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.
7. Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.
8. We will always maintain programming that addresses the academic, social emotional and physical development of the whole child.

Adopted by the Board of Education May 10, 2010

Board Advanced Technology Committee February 25, 2013 Update

Background

The Board Advanced Technology Committee (BATC) was formed in December 2012 and consists of 28 District 64 community members and staff. The staff members are representative of the existing Technology Implementation Committee, which includes a range of grade level and content area teachers. The community members selected provide representation for all schools and a variety of grade levels. The experience and backgrounds of all members provide a well-rounded team of volunteers who are dedicated to supporting 21st century learning for all students in District 64. The first meeting was held on Thursday, January 10 with a second meeting held on Tuesday, January 29.

Purpose

The goal of the committee is to research best practices related to technology in education and report findings to the Board of Education. The work of this committee will help guide the future of technology in District 64. Innovations such as 1:1 laptop or iPad initiatives, e-textbooks, and online learning communities will be possible areas for action research by this committee.

The District 64 Technology Implementation Committee (TIC), comprised solely of current staff members, meets regularly to provide input for ongoing technology planning. In contrast, the focus of BATC is to provide a more outward and global perspective to help accelerate our technology initiatives.

Objectives

- Review current state of technology in District 64
- Research best practices related to technology in education
- Compare technology initiatives in comparable districts
- Survey parents and students to determine technology use in the home
- Develop long-range plan for technology in District 64
- Formulate and present recommendations to the Board of Education

Accomplishments to Date

During its first meeting, the BATC focused its work on developing an understanding of the role technology plays in supporting student learning. Through the use of case studies, members had the opportunity to collect data from models of exemplary learning. The data from this activity helped guide the committee in developing a clear picture of what student learning should look like in District 64 and how technology can help make that vision a reality.

The following meeting was the opportunity for members to learn about the current state of technology in District 64. Through presentations by the Manager of Technology, Instructional Technology Coaches, and Building Technologists, the committee increased its awareness of the District's infrastructure and current examples of effective use of technology by District 64 teachers and students.

The committee is utilizing a Google site to store and create information that is shared

among its members. This site is accessible only to BATC members and allows for online collaboration anywhere-anytime. Committee members have contributed resources for the good of the whole and can easily access information that is relevant to the goal of the BATC.

The work completed during these meetings has prepared the BATC to focus its efforts on further exploring models of 21st century learning that would support the goals of District 64. The following areas were identified as areas for further research:

- 1-to-1 BYOD (Bring Your Own Device) Models
- 1-to-1 Computing Models (Single Devices such as iPads or Chromebooks)
- Technology in the Early Childhood/Primary Grades
- Innovative Learning Models (Inquiry-Based Learning, Flipped Classrooms, etc.)
- Infrastructure Needs (Telephone System, Wireless Network, etc.)

Each committee member chose an area of interest from the list above and formed action research teams. These teams have been collaborating to share resources, conduct site visits and learn more about each particular topic. An evaluation rubric will be used for the visits and the data will be reviewed by the whole committee at its next meeting on Monday, March 11. In addition to the teams' data collection, surveys will also be conducted with all District stakeholders, including students, parents, and staff.

Future Steps

The data gathered through the work of the action teams and the surveys will help formulate the recommendation(s) to be brought before the Board at its April 8 meeting. A comprehensive plan will be presented that will include recommendations from the committee regarding technology equipment purchases, infrastructure enhancements, policy updates, and the associated financial implications.