

TO: Board of Education

FROM: Dr. Philip Bender, Superintendent
Bernadette Tramm (Strategic Plan Internal Facilitator)

DATE: May 9, 2011

SUBJECT: Follow-Up on Recommendation on District 64 Strategic Plan Implementation
2011-12

Background

At its core, the Strategic Plan is intended to help District 64 accelerate the positive changes that will help us do more for students. The plan offers an unparalleled opportunity to focus District 64's staff and financial resources on those strategies we know will have the greatest benefit to improving education for current and future students. The plan is the outcome of more than two years of work and the collective efforts of 120-plus volunteers representing all stakeholders in our vital partnership, including staff, administrators, Board of Education members – including three members of the current Board, parents and other community members.

As envisioned when the plan was adopted in 2010, the Board each spring is asked to consider a schedule of implementation activities and budget for the upcoming year. The ESC administrative team, Administrative Council and the strategy leadership group met regularly this spring to plan activities in light of the work that has been accomplished during the first year of implementation in 2010-11, other District initiatives, and budget impact. To build upon this momentum as we move into Year 2, administration recommended at the April 25 Board of Education meeting a set of action plans to be implemented for 2011-12, including activity in 21 of the total 26 plans, and a requested budget of \$325,990. (Attachment 1)

Based on the discussion during the April 25 presentation and subsequent questions contributed by several Board members, administration is providing additional material to clarify specifics about the 2011-12 recommendations and offer further background and research.

The focus areas of this information are:

- Current staff development approach in District 64
 - Time available for staff development
 - Professional growth workshop opportunities
- Instructional coaching as a model for staff development and use in comparable districts
- Technology standards for students and teachers
- Operation of the instructional coaching pilot for technology

Current Staff Development Approach in District 64

All staff development is focused on improving instructional practices in the classroom to help improve student learning. District 64's current staff development approach has been used for many years. It offers a variety of options, many of which are voluntary and have budget implications for the District. Overall, District 64's professional development has relied heavily on the initiative and interest level of teachers. In the area of technology, this model has led to an unequal distribution of staff development resources.

▪ **Time available for staff development**

Required staff development type activities are one component of District 64's staff development model. The chart below identifies the amount of time in hours we have within one school year for such activities. The allotted time comes from use of our Staff Development Wednesday time (1.5 hours per week) and two, full-day Institute Days. The chart also shows the types of activities that teachers are engaged in during this time as well as the distribution of how much time is devoted to each type of activity.

Type of Activity	Staff Development Wednesdays	Institute Days	Total Hours
Strategic Plan Work	4 days = 6 hours	2 half-days = 5.5 hours	11.5
Rtl Problem Solving	9 days = 13.5 hours		13.5
Building Meetings (only a portion can be used for staff development)*	9 days = 13.5 hours	½ day for Building Staff Development = 2.75 hours	16.25
Department/Grade Level Meetings	9 days = 13.5 hours		13.5
QIT Staff Support Days Used in a variety of ways *	2 days = 3 hours		3
Self-Directed Days Independent time to be used as teacher sees fit *	3 days = 4.5 hours		4.5
District Planned Staff Development *		½ day = 2.75 hours	2.75
			65 hours

Within these various staff development times, many different types of activities occur. Teachers may be using the time to work on individual goals, grade level or department work, building matters, District initiatives or data analysis, and planning for student support. Only the activities marked with an * are the slots that could potentially be used to provide staff development on the range of instructional topics that the building and/or District have identified as being important; technology is only one of these.

▪ **Professional growth workshop opportunities**

Another component of District 64's current staff development includes professional growth workshops. The chart below shows quantitative information regarding professional growth workshops offered through District 64 in the last two years. The focus of the vast majority of workshops has been on technology and language arts (reading and writing). A professional growth workshop that is offered will be cancelled, if fewer than eight individuals register for the class.

The chart below shows that only 78 teachers out of a staff of 387 took advantage of technology workshops offered during the 2009-10 school year (including summer workshops); this number grew to 138 this school year. This increase is primarily due to SmartBoard classes that were offered and strongly encouraged for all new SmartBoard users. The number of teachers taking a language arts workshop increased in the 2010-11 school year due to a professional growth workshop that was offered this past summer relating to the new K-5 writing program. These numbers are evidence of the imbalance seen when a voluntary system is the predominant mode for professional growth.

Workshop Type	Activity	2009-10	2010-11
Technology	Offered/Held *	25/19 *	22/20 *
	Teachers 1 class	52	90
	Teachers 1+ classes	26	48
Language Arts	Offered/Held *	6/5 *	17/12 *
	Teachers	41	72
Other	Offered/Held *	1/1 *	6/5 *
	Teachers	6	25
* Workshops may be cancelled due to insufficient enrollment			

Professional growth workshops can have long-lasting budget impact. Teachers who take these professional growth workshops can earn professional growth credit. Credits can be accumulated and allow a teacher to progress on the salary schedule. The cost of offering this form of professional growth, therefore, lasts over time. In lieu of professional growth credit, teachers who have advanced as far as they can on the salary scale and are “frozen” can receive a one -time payment for taking these workshops. In the 2009-10 school year, 74% of the teachers taking professional growth workshops received professional growth credit. In the 2010-11 school year, 63% of the teachers taking professional growth classes received credit, which will allow them to advance on the salary schedule.

Instructional Coaching as a Model for Professional Development

As noted by Director of Technology Terri Bresnahan in her April 25 presentation, research has proven that traditional models of professional development are not as effective as peer coaching in reaching the “transfer” level, where teachers not only know the new information and can perform the new skill, but are actually using the new skill within the classroom to impact student learning. Professional development needs to be job-embedded and sustained over long periods of time. The ability to acquire, retain and transfer knowledge is dramatically increased when learning is collaborative and there is time to practice and reflect.

An article by the National Staff Development Council (Attachment 2) points out that staff development is an essential investment in successfully teaching all students to high standards. Noting how technology purchases have escalated in many school districts during the past decade, NSDC cautions that: “Without opportunities to learn, plan, and practice what they have learned, district investments in technology will fail to produce the intended benefits for students.”

District 64 has surveyed a group of 21 comparable local school districts to determine their use of instructional coaches. Of the 18 who responded, 50% are using this model of professional development to focus on a variety of areas, such as technology, literacy/reading, math and instructional support. The chart below summarizes this information. It is clear that the instructional coaching model is already a component of staff development at many other districts within our comparable group.

District Name	Type of coach
Palatine 15	Literacy/reading, technology , math
Wheeling 21	Instructional, technology
Northbrook 28	Literacy/reading, technology, accelerated
Northbrook/Glenview 30	Reading specialist (@ bldg), instructional support, math/science (Rtl)
Schaumburg 54	Instructional, literacy, math
Arlington Heights 59	(budget will be cut in 2011-12)
East Maine 53	Instructional, literacy/reading, Rtl, school improvement
Evanston 65	Instructional, literacy/reading, math
Skokie 68	Instructional

Further, the instructional coach model overcomes a critical concern in District 64 and other districts of having to use release time for teachers during the day to focus on staff development. Although some release time is unavoidable for targeted staff development and other critical work, District 64 uses it sparingly to reduce the amount of time teachers are out of the classroom. The ongoing, job-embedded nature of the coaching model offers an alternative approach by greatly increasing the amount of professional growth training without a substantial increase in release time.

Technology Standards for Students and Teachers

District 64 is committed to using widely respected standards for technology developed by the International Society for Technology in Education. For both Strategy I/ Action Plans 1 and 2, the National Educational Technology Standards (NETS) will serve as the guiding standards for measuring both student and staff proficiencies in this area.

The NETS for Students (Attachment 3) encompass a wide variety of 21st century learning standards that move beyond the basics of computer skills. These standards have been the driving force behind the activities developed by the Advanced Technology Committee for Strategy I/ Action Plan 1. Among the six performance indicators are: helping students demonstrate creative thinking, problem solving and decision making, which directly link to Priority Standards work in our Strategic Plan Strategy IV; and, providing the research and information fluency, which is critical to meet the Strategic Plan mission of equipping students to thrive in a rapidly changing world.

As we also look to developing minimum usage guidelines for staff, we will focus on the NETS for Teachers (Attachment 4). Again, these standards include the teaching strategies necessary to support the learning standards we want our students to achieve. The technology professional development that we will provide to advance the technology acumen of all staff will be directly aligned with the NETS for Teachers.

Operation of the Instructional Coaching Pilot for Technology

The three certified teachers proposed in the 2011-12 instructional coaching pilot would work as part of the Technology Department. The Director of Technology, in conjunction with the building principal, would serve as their direct supervisors. The Director of Technology would meet with the coaches regularly to establish specific goals and tasks. While there would be a clear, singular direction for all coaches in the District, there would also be specific building needs that would be addressed by individual coaches within those three buildings.

The main focus of the program evaluation will be on the specific functions and services that the coaches will be providing. Rather than focusing on the coaching position itself, the data

will be more meaningful if we look at each specific service that coaches offer as part of their responsibilities. For example, we will look at the specific impact of co-teaching in relation to advancing the use of technology by teachers.

The roles of the coach will include the following services for the buildings in which they will be employed:

- **Co-teaching:** Coach teaches simultaneously with the classroom teacher to facilitate technology-integrated lessons and provide differentiation for students.
- **Modeling within the classroom:** Coaches demonstrate examples of how to employ a particular best practice that the teacher is learning about.
- **Individual support with feedback:** Coaches work with individual teachers on specific goals, observe the teacher, and then provide feedback in the form of data to help support the teacher in mastering the new skill.
- **Small group/grade level support:** Coaches work with small groups of teachers surrounding a specific topic (i.e., SmartBoard users) or with grade level teams to provide support on how to integrate technology. The coaches can help in lesson design and then model or co-teach with individual teachers.
- **Whole faculty professional development with follow-up and support:** Coaches can present new information based on District goals to a building faculty and then follow-up individually with teachers as needed for support.
- **Providing resources** (i.e., handouts for specific applications, links to useful websites, etc.): Coaches will stay abreast of current best practices and provide resources for teachers to improve their classroom instruction.

The 2011-12 pilot will provide data on which services prove to be most effective for meeting our professional development needs. This will then help guide our efforts for how best to continue to provide those services to staff.

An illustration of how technology coaches can support professional development – which ultimately leads to improved student learning – was related by a technology coach in Lake Forest to District 64's Technology Director, Ms. Bresnahan. This particular technology coach met two times per month with grade level teams at an elementary building. During these team meetings, the coach would assist in improving the lesson plans to integrate 21st century skills and technology. At one particular meeting, the teachers were discussing the Native American unit for social science. At first, they planned on repeating the same lesson they had done previously in which the students would pick a particular Native American tribe and create a PowerPoint presentation on that tribe. The coach worked with the team to brainstorm ways for the lesson to delve further into the traditions and culture of Native Americans that would cause students to use higher-order thinking skills. The result was changing the assignment to present students with the task of finding Native American sayings and demonstrating how those sayings applied to the students personally. The students spent time discovering the meanings behind these sayings and thinking critically about how those sayings had modern-day significance. The students then created slideshows of their sayings and recorded their personal interpretations of the sayings into the slideshow. Not only were the students exposed to technology as a tool for communicating their findings, but also to deeper and more meaningful thinking surrounding the history of Native Americans. The coach facilitated the development of the lesson to change the way teachers were teaching and then supported them throughout the process of utilizing the technology component with students.

In summary, District 64 has continued to make significant increases in hardware and other resources in the area of technology. Whether it has been through District 64 funding, Elementary Learning Foundation (ELF) grants or other donations by building parent-teacher organizations, District 64 has amassed a significant amount of technology distributed throughout the District. These resources represent an opportunity for improving the learning of all students, but only if teachers receive the professional development essential for using these resources to their fullest potential.

The current staff development model used in District 64 has resulted in imbalances in how technology is being used for instruction to improve student learning, both within schools and among schools across the District. Although a new model for District 64, instructional coaches are used by many of our neighboring comparable districts for staff development. Instructional coaches for technology in the District 64 pilot will ensure that professional development opportunities are job-embedded, collaborative and ongoing. The technology coaching pilot will provide the research-proven professional development that will accelerate teachers to the next level so they can swiftly impact student learning. Technology coaches were recommended as a critical resource to improve student learning by the original Strategic Plan Action Team for Strategy I and most recently, the Technology Implementation Committee (TIC) within the District-wide Strategic Plan Strategy I group.

Budget Considerations

The budget recommended for all 2011-12 Strategic Plan activities is \$325,990 and is detailed by strategy as noted on Attachment 1. This cost includes personnel included in the Instructional Coaching Pilot for Technology as well as supplies and other expenditures for the recommended activities in all five strategies.

In considering this request, two other factors must be weighed:

- The 2010-11 strategic plan budget of \$195,000 will be significantly under spent. It is likely that almost \$100,000 will not be used.
- The District's long-range financial projections concluded that up to \$400,000 in new expenditures added each year for four years could be accommodated with no adverse impact on the long-range financial forecast and the Board's fund balance policy objectives. Attachment 5 is the chart from the long-range financial plan presented on February 14 that indicates this outcome.

Administration believes that the requested budget for Year 2 strategic planning implementation, therefore, can be added to the 2011-12 District budget now being prepared with no significant impact.

Conclusion/Next Steps

Following further discussion at the May 9 meeting, administration anticipates receiving either further direction from the Board on the requested plans and budget, or action at the meeting on a motion to adopt the implementation schedule and budget for the 2011-12 school year.

The Strategic Plan has had an impressive start in 2010-11, with more than 400 staff members fully engaged in activities. All District 64 teachers and administrators – about 400 employees in total – are participating in Strategic Plan activities this year. Because of this “all in” engagement, the plan truly has become a shared “journey” for all District 64 staff. We look forward to continuing this transformative work that focuses the District's resources and energies to implement our Strategic Plan in 2011-12.

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					

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget	
1	<p>Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team. Leader: TERRI BRESNAHAN; Assist: Dan Ophus, Joel Martin, Andy Petrolino</p> <ul style="list-style-type: none"> Continue to develop learning activities that integrate the NETS for Students (National Education Technology Standards) and the scope and sequence Committee members begin implementation of learning activities Develop assessments to measure tech skills as they relate to these activities. Assessments for technology will be aligned with the common assessments developed as part of Strategy IV. Prepare recommendations for District-wide implementation of learning activities for future years 	<p>Fall 2011 – Learning activities to be implemented by the Advanced Technology Committee</p> <p>Winter 2012 – Work continues</p> <p>Spring 2012 –Preparation for implementing learning activities and assessments District-wide for future years</p>	<p>2011-12 Budget – \$3,300 Possible release time as necessary to complete work \$2,300 Supplies \$1,000</p>	
2	<p>Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen. Leader: TERRI BRESNAHAN Assist: Dan Ophus, Joel Martin, Andy Petrolino</p> <ul style="list-style-type: none"> Carry out staff development plan based on data from staff survey and the parameters of the technology coaching pilot Establish minimum technology usage guidelines based on the NETS for Teachers (National Education Technology Standards) 	<p>Summer 2011 – Plan staff development opportunities for 2011-12</p> <p>Fall 2011 – Implement staff development plan and technology coaching pilot</p> <p>Winter 2012 – Establish minimum technology usage guidelines.</p> <p>Spring 2012 – Perform a post-survey for all teachers to determine growth and assess the PD plan</p>	<p>2011-12 Budget – \$0 No additional funds required.</p>	

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

3	<p>Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium. Leader: TERRI BRESNAHAN Assist: ESC Team</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Implement and assess the technology coaching pilot program Continue to provide professional growth opportunities in the area of technology Explore independent online learning opportunities in the area of technology 	<p>Fall 2011 –</p> <ul style="list-style-type: none"> Implement technology coach pilot program Continue to offer professional growth in the area of technology Explore independent online learning opportunities <p>Winter 2012 – Assess pilot program and other resources for professional growth in the area of technology</p> <p>Spring 2012 – Determine future steps for 2012-13 in regards to technology coaches and other resources</p>	<p>2011-12 Budget – \$210,540</p> <p>Funds to employ technology coaches for the pilot program and funds for other resources as recommended by the Technology Implementation Committee (TIC) \$195,000</p> <p>10 additional days per coach \$10,540</p> <p>Possible release time as needed for pilot school teachers to work with coaches \$5,000</p>
4	<p>Utilize available technology to manage our schools more efficiently and effectively. Leader: TERRI BRESNAHAN Assist: ESC Team</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Research web-based applications to collaborate and communicate among staff (District intranet). Tie in with Strategy III and IV. 	<p>Fall 2011 – Research possible solutions for online communications system (District intranet).</p> <p>Spring 2012 – Prepare for a summer implementation of an online communication system.</p>	<p>2011-12 Budget – \$25,000</p> <p>Funds will be used to purchase an online system for communication among staff \$25,000 (approximately)</p>

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

5	Utilize technology to inform and communicate with the community. Leader: TERRI BRESNAHAN/BERNADETTE TRAMM Assist: ESC Team	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Update the Board of Education web site and consider electronic distribution of Board of Education meeting materials. Web pages will be used as a tool for parents/students to access the classroom 	<p>Fall 2011 –</p> <ul style="list-style-type: none"> Provide further training for teachers to create and maintain their classroom web sites. Research options for electronic board packets. <p>Winter 2012 – Establish minimum usage guidelines for teacher web sites</p>	<p>2011-12 Budget – \$15,000</p> <p>Funds for any hardware or online programs necessary for electronic board packets and training for board members \$15,000 (approximately)</p>
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District. Leader: GERRY BERKOWITZ Assist: Terri Bresnahan	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Have a technology audit conducted by an outside consultant to determine areas of need for the district's infrastructure and technology support for the District 	<p>Summer 2011- Begin audit by outside consultant.</p> <p>Fall 2011 – Review completed audit and plan for the next year.</p>	<p>2011-12 Budget – \$0</p> <p>Funds from the 2010-2011 technology department budget will be used for the audit.</p>
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 Assist: Dan Ophus, Joel Martin, Andy Petrolino	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Monitor and review technology learning activity implementations Review and make recommendations for District hardware and software purchases for next year Review policies related to technology usage in the District for staff and students 	<p>Fall 2011 – Monitor and review technology activity implementations. Review and update policies related to technology usage.</p> <p>Winter 2012 – Review hardware and software inventory in the district to make recommendations for next year.</p> <p>Spring 2012 – Finalize hardware recommendations</p>	<p>2011-12 Budget – \$3,450</p> <p>Funds will be used for possible release time for this committee to meet \$3,450</p>

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

8	<p>Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues. Leader: PHIL BENDER Assist: Terri Bresnahan</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> ▪ Investigate, design and staff the committee ▪ Develop a procedure for investigating new technologies ▪ Determine how and when to communicate ideas to Board and TIC 	<p>Spring 2012 -- Begin development of committee</p>	<p>2011-12 Budget -- \$0 No additional funds required.</p>
TOTAL STRATEGY I: \$257,290				

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget
Overall Leader: Tim Gleason	Goal setting will be piloted by teachers/staff members at each grade level band. Pilot will include Strategy II committee members and teachers who will be guided by committee members.		2011-12 Budget – \$14,000 Funds will be used to pay substitutes to release teachers to work on goal setting formats \$9,000 Pilot web-based tools to monitor student goal setting and assess student progress \$4,000 Supplies \$1,000
1	<p>Grades K-2 students will set goals with adult guidance. Leader: Marcy Canel</p> <p>Grades K-2 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p>2011-12 Activities:</p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences will incorporate student goal setting.</p>	<p>2011-12 Timeline:</p> <p>A. Fall, Winter, Spring/Summer – Begin to develop a goal setting curriculum and materials for students, parents and staff.</p> <p>B. Fall, Winter, Spring – On-going as part of District overall Strategic Plan communications.</p> <p>C. Fall – Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. Fall, Winter, Spring – Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. Spring/Summer – Develop processes transitioning students from K-2 to 3-5 goal setting format and from</p>	

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

2	<p>Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time. Leader: Kim Nasshan</p>	<p>Grades 3-5 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p>2011-12 Activities:</p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART (Specific, Measurable, Attainable, Realistic & Timely) goals.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences will incorporate student goal setting.</p> <p>G. Students will take increased responsibility for articulating progress toward achieving personal student goals and discussing them in parent-teacher-student</p>	<p>3-5 to 6-8 format.</p> <p>F. Spring – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.</p>		
		<p>2011-12 Timeline:</p> <p>A. Fall, Winter, Spring/Summer – Begin to develop a goal setting curriculum and materials for students, parents, and staff.</p> <p>B. Fall, Winter, Spring – On-going as part of District overall Strategic Plan communications.</p> <p>C. Fall – Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. Fall, Winter, Spring – Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. Spring/Summer – Develop processes transitioning students from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format.</p> <p>F. Spring – Evaluate completed goal setting</p>			

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

		conferences.	<p>pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.</p> <p>G. Spring - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.</p>	
3	<p>Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.</p> <p>Leader: Tim Benka</p>	<p>Grades 6-8 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p>2011-12 Activities:</p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART - Specific, Measurable, Attainable, Realistic & Timely) goals.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences</p>	<p>2011-12 Timeline:</p> <p>A. Fall, Winter, Spring/Summer – Begin to develop a goal setting curriculum and materials for students, parents and staff.</p> <p>B. Fall, Winter, Spring – On-going as part of District overall Strategic Plan communications.</p> <p>C. Fall – Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. Fall, Winter, Spring – Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. Spring/Summer – Develop processes transitioning students</p>	

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

		<p>will incorporate student goal setting. G. Students will take increased responsibility for articulating progress toward achieving personal student goals and leading parent-teacher-student conferences.</p>	<p>from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. Spring – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences. G. Spring - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.</p>	
TOTAL STRATEGY II: \$14,000				

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget
1 Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience. Leader: PHIL BENDER Assist: Kevin Dwyer, Bernadette Tramm, Joel Martin, _____ (elementary principal)	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Build understanding of and support for service learning (Action Plan 2) by raising awareness of all members of partnership Foster existing District 64 SL activities as part of raising awareness Plan and conduct meetings with community groups to expand awareness of SL, explain District 64 needs and identify opportunities Outreach to parents and general community on SL Create database library for staff of existing SL staff efforts and available community projects; update periodically Maintain regular outreach to community groups to update opportunities Survey teachers on understanding and awareness of SL Use teacher survey data to plan for opportunities to raise teacher awareness and build understanding Connect with Strategy I/Technology on intranet to share SL information Connect with Strategy II/Personal Student Goals on possible SL link Connect with Strategy IV/Student Learning to identify opportunities to blend SL into curriculum units Provide staff development on SL for volunteer teachers Use Change Protocol to assist in identifying the impact, timeline, resources and communication needs for 	<p>Summer 2011 –</p> <ul style="list-style-type: none"> Plan community group meetings Research database formats Plan staff outreach Plan for outreach to parents/community <p>Fall 2011 –</p> <ul style="list-style-type: none"> Conduct community group meetings Create initial database library for staff on opportunities and to highlight existing SL projects Connect with Strategy I, II & IV committees Survey teachers about awareness of SL Highlight existing SL activities through DVD presentation at building meetings Begin outreach to parents/community <p>Winter 2012 –</p> <ul style="list-style-type: none"> Review staff survey data and create awareness activities Continue outreach to parents/community 	<p>2011-12 Budget: \$8,500</p> <p>Funds will be used for SL training opportunities for teachers, to release teachers to create SL committee and plan SL pilot, and for outreach support \$7,500</p> <p>Supplies \$1,000</p>

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

		a pilot with volunteer teams of teachers in 2012-13	<p>Spring 2012 –</p> <ul style="list-style-type: none"> Create teacher committee and plan for pilot next year Provide SL training opportunities for teachers 	
2	Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.	<p>2011-12 Activities: No Activities Planned</p>		
3	<p>Improve the collaborative relationship between District 64 and families who do not speak English. Leader: _____ (Director of Pupil Services) Assist: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh</p>	<p>2011-12 Activities: Review needs assessment data from spring 2011 survey of TPI families; plan action steps based on identified needs; provide Google translator service on website in identified languages including Polish and Spanish; create new website page to provide info to parents and connect with ISBE resources</p>	<p>Summer 2011 – Work with Tech Dept to add Google translator to District/school websites; create new ELL website page to provide info to parents and connect to ISBE resources</p> <p>Fall 2011 – Review needs assessment and plan activities</p> <p>Winter/Spring 2012 – Implement as needed</p>	<p>2011-12 Budget: \$2,000 Possible cost of additional translation services for key materials or purchase of materials, if identified in needs assessment \$2,000</p>
TOTAL STRATEGY III: \$10,500				

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget	
1	<p>Establish Priority Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving. Leader: DIANE BETTS Assist: Curriculum leaders and Reading – Katie Kelly Writing – Dan Walsh Math – _____ Social Studies – _____ Science – Kevin Dwyer</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Use the Change Protocol to assist in identifying the impact, timeline, resources and communication needs for beginning implementation of the Priority Standards. Share Priority Standards with all staff Determine when Priority Standards will be implemented in each area and communicate timeline to staff Determine what implications standards have for new textbooks, etc. Form Math Curriculum Review Group to develop recommendations regarding implementation of Math Priority Standards tied to new Common Core Math standards Determine what staff development is needed to help teachers implement standards Begin to provide staff development on Priority Standards Determine when to revise curriculum brochures and website 	<p>Fall 2011 – Begin to share Priority Standards with staff members utilizing Building Meetings and District Grade Level/Dept Meetings</p> <p>Form Math Curriculum Review group</p> <p>Winter 2012 – Math Group continues working</p> <p>Continue to share Priority Standards with staff and provide needed staff development</p> <p>Spring 2012 – Make decisions on changes to curriculum brochures and website</p>	<p>2011-12 Budget – \$10,125</p> <p>Release time for Math Curriculum Review Group to meet and develop recommendations for implementation of Common Core Math standards \$8625</p> <p>Possible redesign of curriculum brochures/website \$1,500</p>
2	<p>Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education. Leader: SANDRA STRINGER Assist: Kim Nasshan, Dan Walsh</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Utilize new candidate screening tool to focus on candidates' differentiation skills. Adapt hiring practices to select candidates with strong backgrounds in differentiation 	<p>Fall 2011 – Spring 2012 Continue to utilize new hiring practices for differentiation</p>	<p>2011-12 Budget – \$5,000</p> <p>Funds will be used to revise District on-line application process \$5,000</p>
3	<p>Create staff development opportunities for all staff to</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Develop staff survey to assess specific 	<p>Fall 2011 – Develop staff survey</p>	<p>2011-12 Budget – \$575</p> <p>Release time for staff development</p>

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

	increase their knowledge of and experience with differentiation. Leader: DIANE BETTS Assist: Staff Development Committee	staff development needs for differentiation	Winter 2012 – Administer staff survey on staff development needs for differentiation and provide data to Action Plan 4 group	committee or other group to develop staff survey on differentiation \$575
4	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation. Leader: DIANE BETTS Assist: ESC Team	2011-12 Activities: <ul style="list-style-type: none"> Review survey results from staff survey on differentiation (Action Plan 3) and determine staff development needs Discuss and determine need for instructional coaches/differentiation coaches Determine new staffing needs for peer coaches or realignment of existing personnel to support implementation of differentiation Develop job responsibilities for instructional/ differentiation coaches 	Fall 2011 – Establish staff development needs relating to differentiation of instruction Winter 2012 – Determine need for differentiation coaches Determine support model for implementation of differentiation Spring 2012 Develop job responsibilities	2011-12 Budget – \$0 No additional funds required
5	Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.	2011-12 Activities: No Activities Planned		
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels. Leader: REPEAT SAME AS #1	2011-12 Activities: <ul style="list-style-type: none"> Unwrap Priority Standards listing more specific objectives. Examine Priority Standards for possible connections to service learning opportunities (Strategy III, Action Plans 1 and 2). Develop common assessments for Priority Standards as they are unwrapped. Explore use of online assessment development tools for developing and 	Fall 2011 – Use Institute Day and other Wednesday time to work on unwrapping standards and developing assessments Winter 2012 – Continue work on assessments Spring 2012 – Continue work on assessments	2011-12 Budget – \$6,750 Possible use of release days to finish common assessments \$5,750 Supplies \$1,000

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

		sharing assessments tied to Priority Standards. ▪ Use Change Protocol to assist in planning for implementation of common assessments. ▪ Determine a common curriculum guide format that will be used to document standards, objectives, resources, assessments and future differentiation or technology lessons. Tie in with Strategy I, Action Plan 4: web-based tool for communication among staff.	Develop curriculum guides	
7	Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.	2011-12 Activities: No Activities Planned		
8	Implement differentiated lessons in all areas of core curriculum	2011-12 Activities: No Activities Planned		
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day. Leader: REPEAT SAME AS #1	2011-12 Activities: Tied into Action Plans 1 and 6: As Priority Standards are being shared and standards are unwrapped, we will emphasize critical thinking, creative expression and problem solving in each curricular area. These skills will be incorporated into common assessments.	Fall 2011 – See Action Plans 1 and 6	2011-12 Budget – No additional funds required
10	Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.	2011-12 Activities: No Activities Planned		

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

11	<p>Use data over time as an indicator for instructional change. Leader: _____ Assist: Curriculum specialist Kathy Ross, other curriculum specialists and building principals</p>	<p>2011-12 Activities:</p> <ul style="list-style-type: none"> Provide additional training on use of Inform (student performance database warehouse system). Support grade level teams and departments to use RtI process to set improvement goals based on analysis of data 	<p>Summer 2011 – Provide training on Inform for building Quality Improvement Teams (QITs)</p> <p>Fall 2011 – Spring 2012 Support QITs and grade level teams and departments in development of improvement goals</p> <p>Provide specific expectations for data analysis each trimester</p>	<p>2011-12 Budget – \$15,750 Funds will be used to pay QIT members for attending summer meetings \$10,000</p> <p>Release time for additional training/support of teachers during school year: \$5,750</p>
TOTAL STRATEGY IV: \$38,200				

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget
1 Put into practice a protocol of designing, implementing and assessing proposed changes. Leader: PHIL BENDER Assist: AC members	2011-12 Activities: <ul style="list-style-type: none"> Continue providing ESC Team and AC with opportunities to develop proficiency in using change protocol as leaders in actual District/school situations Encourage widespread use of Change Protocol by all District 64 staff as useful tool in variety of situations, both in relation to the Strategic Plan as well as building and existing District initiatives Incorporate "change" theme as focus throughout the year 	Summer 2011 – Training opportunity at AC workshop in June Fall 2011 – Incorporate "change" theme in District messages throughout the year (Institute Day, building meetings, etc.) and provide training opportunities for staff Winter-Spring 2012 – Use Change Protocol to plan for 2012-13 programs	2011-12 Budget – \$6,000 Funds may be used for outside coach/trainer for ongoing support \$5,000 Supplies \$1,000
			TOTAL STRATEGY V: \$6,000

TOTAL BUDGET REQUIRED FOR ALL 2011-12 WORK: \$325,990

National Staff Development Council

RENEW

Every educator engages in effective professional learning every day so every student achieves.

Home > Standards > Resources

Resources

[The standard](#)

[The rationale](#)

[Annotated bibliography](#)

The standard

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

The rationale

Professional learning may be viewed either as an investment that will pay future dividends in improved staff performance and student learning or an expense that diminishes a school district's ability to meet its other financial obligations. While the latter view has been dominant in many school districts, the National Staff Development Council's position is that well designed and implemented professional development for school employees is an essential long-term investment in successfully teaching all students to high standards.

Well designed professional development creates learning communities that provide mutual support and focus everyone's attention and learning on a small number of high priority goals. While the vast majority of educators' professional learning should occur during the school day in collaboration with colleagues, it is also important that they acquire knowledge from sources outside the school by attending workshops and state and national conferences. However, when most teachers' and principals' professional learning occurs away from the school, it serves as a centrifugal force that leads to fragmentation and incoherent improvement efforts.

Professional development resources may serve many purposes. For instance, they may fund trainers who help teachers and administrators implement new instructional strategies and successfully use technology in their classrooms. They may provide full or part-time in-school coaches who assist teachers and principals in implementing standards-based curriculum in classrooms serving an increasingly diverse student population. In addition, these resources may support the use of external consultants or facilitators who assist the schools and teams in planning and evaluation of program efforts. They can also fund substitutes who cover classes while enabling educators to learn about leading-edge ideas and practices through attendance at state and national conferences.

Funds may also be used to provide stipends for lead teachers to serve as mentors or members of training cadres. To these ends, NSDC advocates that school districts dedicate at least ten percent of their budgets to staff development and that at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues. While many schools allocate one percent or less of their budgets to professional development and offer virtually no time for adult learning and collaboration, others have found ways to provide resources that approach the amounts recommended by the Council.

Because technology purchases have increased dramatically in many school districts during the past decade, often with little attention given to the development of teachers' abilities to use the technology, NSDC advocates that at least 30 percent of the technology budget be devoted to teacher development in this area. Without opportunities to learn, plan, and practice what they have learned, district investments in technology will fail to produce the intended benefits for students.

To make certain that resources invested in staff development achieve their intended results, district incentive systems such as salary supplements for graduate degrees may be redirected to reward demonstrations of knowledge and skill and student learning gains rather than seat-time arrangements such as courses taken or continuing education units earned. These changes require extensive discussions among key district leaders about the organization's purposes and the role of professional learning in improving student achievement. They are also likely to require significant modifications of collective bargaining agreements. However, recognizing that resources for professional development will continue to be scarce, it is vital that the resources be aligned to support the outcomes the districts seek for their educators and students.

News and Deadlines

April 30: Last day to save \$50 registration for 2011 Annual Conference in Anaheim, Calif.
[Go to Info](#)

May 9: Outstanding Series Program Begins - "Sharing 1001 Culture for Continuous Improvement"
[Go to Info](#)

May 15: Learning Forward Awards nomination deadline
[Go to Info](#)

May 31: Last day to save \$75 registration for 2011 Annual Conference in Anaheim, Calif.
[Go to Info](#)

June 1: Affiliate Leaders Registration Deadline for 2011 Annual Conference in Anaheim, Calif.
[Go to Info](#)



The ISTE NETS and Performance Indicators for Students (NETS-S)

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies



The ISTE NETS and Performance Indicators for Teachers (NETS•T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

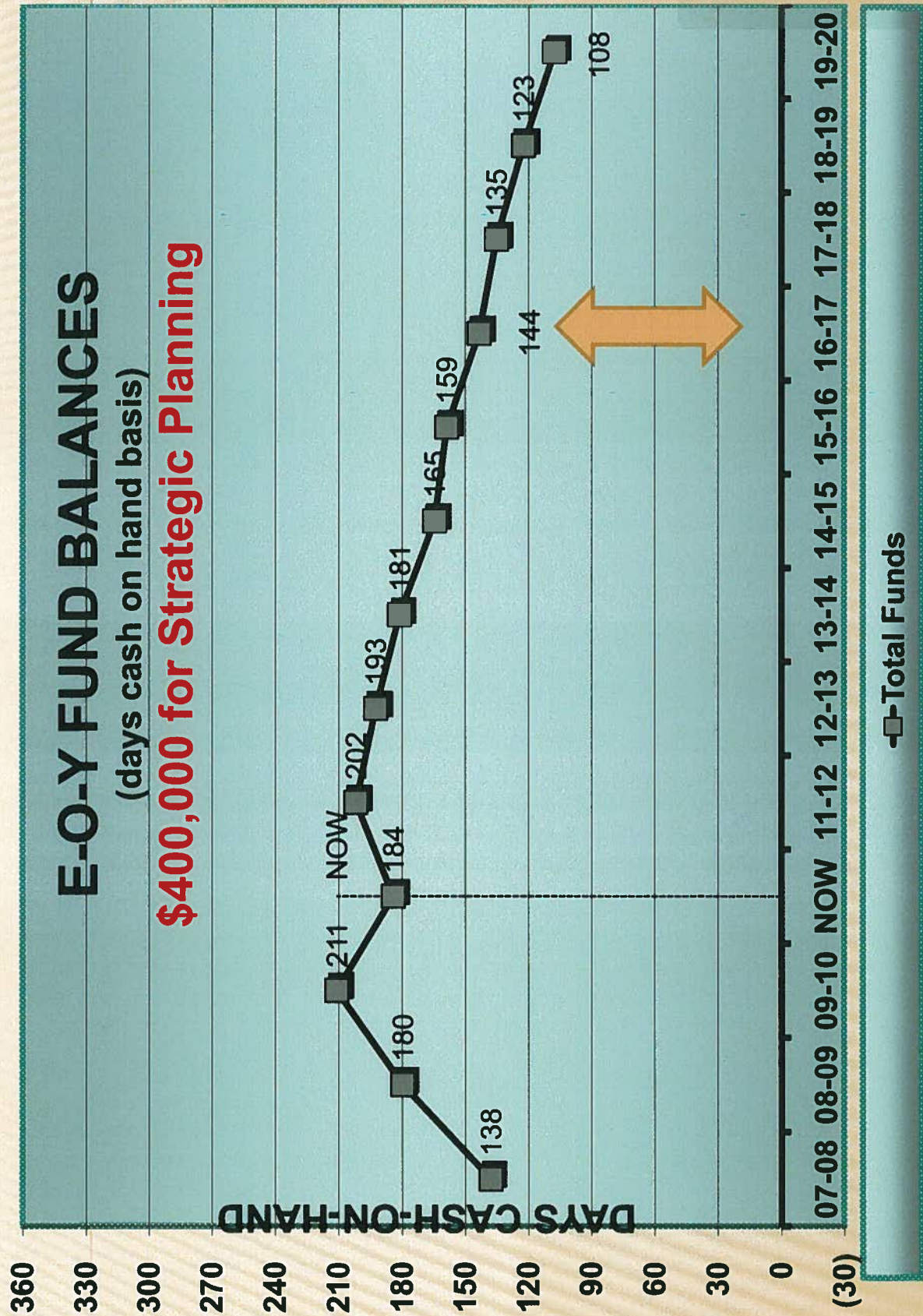
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community



Excerpt from February 14, 2011 Long-range Financial Forecast