To: Board of Education

From: Dr. Philip Bender
                Bernadette Tramm (Strategic Plan Internal Facilitator)

Date: April 4, 2010

Subject: Strategic Plan Progress Report #2 – 2010-11

The 2010-11 school year marks the first year of implementation activities for the new District 64 Strategic Plan *"Journey of Excellence."* The entire plan is expected to take a minimum of five years to implement, and includes 26 individual action plans. (Attachment 1)

Background
A five-year implementation sequence was developed to describe how each action plan will move from readiness activities, to implementation with support, and ultimately to full implementation. (Attachment 2) The schedule also indicates initiatives already in place or foreseen that will impact District 64 teachers and administration in 2010-11 and future years. On May 10, 2010, the Board approved the 2010-11 implementation plan, which calls for at least some initial activity on 20 of the 26 action plans over the course of the school year.

Activities in 2010-11
District 64 is fully engaged in work on the strategic plan. All certified teachers, curriculum specialists and all administrators – about 400 employees in total – are participating in strategic plan activities this year. Distribution of staff on committees includes: 93 on technology; 77 in personal student goals; and 215 in the various student learning groups.

On December 13, 2010, the first formal progress report included a status update on the nine plans that were initiated in the first trimester:
- Strategy I – Accelerating the Advanced Use of Technology: Plans 1 and 6
- Strategy II – Building a Model for Personal Student Goals: Plans 1-3
- Strategy IV – Expectations for Student Learning and Instructional Practices: Plans 1, 6, 9 and 11

Action Plan Progress – Second Trimester
This report describes the continuing activities that have been undertaken on the above nine plans in the period December 2010 through March 2011. In addition, the report also describes the work that has begun on these six additional plans:
- Strategy I – Accelerating the Advanced Use of Technology: Plans 2, 3 and 7
- Strategy III – Collaboration with our Partnership: Plan 1
- Strategy IV – Expectations for Student Learning and Instructional Practices: Plan 2
- Strategy V – Providing Support and Tools for Change: Plan 1

The reports that follow detail the specific steps that have been accomplished in the second trimester utilizing a combination of one staff development Wednesday, the morning portion of the February 22 Institute Day, and other meeting times.

Strategic Plan activities are a priority for all District 64 administrators; each plays a leadership role in one or more of these action plans. The Administrative Council at its monthly meeting has had an opportunity to be updated about plan activities and to share valuable insights into the work being accomplished. Coordination and planning of workflow to maximize the use of available time is a necessity. In this regard, Director of Technology Terri Bresnahan/Strategy I, Lincoln Assistant Principal Tim Gleason/Strategy II, Assistant Superintendent of Student Learning Diane Betts/Strategy IV and Public Information Coordinator Bernadette Tramm/Internal Facilitator have formed an internal working group reporting to the Superintendent to help manage these initial activities thus far in 2010-11; Washington Principal Kim Nasshan/Strategy V recently was added as a resource to help in implementation of the change protocol. At the overall level, the ESC administrative team has conducted several extended working sessions to monitor progress and plan for the coming year.

Third Trimester Activities
The District has one additional scheduled staff development Wednesday on May 18 for work by all staff; this will be the sixth District-wide session for most groups this year. In addition, the Technology Implementation Committee will be meeting on a separate schedule to conduct its work. Leaders of action plans also will meet as needed this spring to coordinate their activities. These and other actions are identified in the "next steps" section of each plan.

The final detailed progress report to the Board for 2010-11 activities is scheduled for June 13.

Planning Cycle for 2011-12
Preparations for the next year of activities also are fully underway. As envisioned when the Strategic Plan was formally adopted, the Board will be asked to consider a schedule of implementation activities and budget for the upcoming year each spring. This information is needed for inclusion in the District's tentative budget draft, and also needed to prepare an appropriate Staff Development calendar for the year ahead.

The ESC administrative team and Administrative Council are actively planning this work for 2011-12, based on input from the various action plan leaders. This recommendation for the coming school year will be presented to the Board of Education at a Committee of the Whole meeting on Monday, April 25. Board approval will be requested in early May.

Budget Status
The Board on February 14 gave final approval for additional technology infrastructure; $75,000 of this amount was authorized as part of the 2010-11 implementation budget (Strategy I, Action Plan 6). This is the biggest item from the authorized total budget of $195,000 for the year. It is possible that the Strategic Plan budget will be under spent for 2010-11. Because substantial progress has been achieved within the designated days on the Staff Development calendar, additional release time has been used sparingly and not to the extent originally forecast. A complete budget review will be included in the final progress report.

As staff members delve more fully into their action plan activities, their awareness and understanding of the varied ways that the Strategic Plan will benefit students also is expanding. We look forward to a productive spring as the District-wide *"Journey of Excellence"* activities continue.

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

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

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

Leader: Terri Bresnahan
Assistants: Andy Petroline (grades pre K-2), Dan Ophus (grades 3-5), Joel Martin (grades 6-8)

April 4, 2011 Status Report

Steps accomplished in second trimester:

- **Fourth Strategic Plan Meeting: Wednesday, February 16, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
    - Met as three smaller sub-committees (PK-2, 3-5, 6-8) to review committee progress and future goals.
    - Each group then broke into smaller groups of 3-4 people to develop technology-rich activities to use within the classroom.
    - A template was used to document the activities, the resources required and the standards/skills that are to be addressed.
    - The activity documents were then uploaded to the committee's Google site to be shared across the entire committee.
- **Fifth Strategic Plan Meeting: Tuesday, February 22, Institute Day 8:15-11:00 a.m.**
    - The small groups of 3-4 committee members continued their work from the previous meeting and posted their final documents to the Google site for the committee.
- **Technology Committee Leadership Meeting, Wednesday, March 9, 8:30-9:30 a.m.**
    - Committee leaders met to debrief from the committee work of the 4th and 5th sessions.
    - Any issues or concerns were discussed and future plans for the Technology Implementation Committee were also discussed.

Next steps this year:

- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
    - The whole committee will meet for its final session for the 2010-2011 school year.
    - The committee will celebrate its accomplishments for the year and the members of the Technology Implementation Committee (see Action Plan 7) will share out their work with the rest of the committee.
    - Plans for the 2011-2012 Strategic Plan work will also be discussed.

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

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

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

Leader: Terri Bresnahan
Assistants: Andy Petroline (grades pre K-2), Dan Ophus (grades 3-5), Joel Martin (grades 6-8)

April 4, 2011 Status Report

As scheduled, this action plan is just getting underway.

Steps accomplished in second trimester:

- **Creation of a Staff Technology Proficiency Survey**
  - As described in Action Plan 7, the Technology Implementation Committee (TIC) met for the first time on March 23, 2011 to review sample proficiency surveys and begin to develop a survey tool to use with District 64 staff.

Next steps this year:

- **Finalize and Administer Staff Technology Proficiency Survey**
  - Prior to the May 18 strategic plan meeting, the survey will be finalized and administered to all certified staff for completion.

- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - The Advanced Technology Committee will review the preliminary Staff Technology Proficiency Survey as designed by the TIC.
  - This data will be used to build plans for professional development and developing teacher proficiency standards for next year.

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

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

Leader: Terri Bresnahan
Assistants: ESC Team

<u>**April 4, 2011 Status Report**</u>

As scheduled, this action plan is just getting underway.

Steps accomplished in second trimester:

- **Technology Implementation Committee (TIC) Meeting**
  - The TIC met for the first time on March 23, 2011 to discuss a technology-coaching model pilot for advancing the use of technology.

Next steps this year:

- **Finalize Proposal for Technology-Coaching Pilot**
  - The TIC will meet again on April 7 to continue development of a technology-coaching model pilot proposal. Feedback from the committee will be shared with the ESC Team to finalize a proposal for a technology-coaching pilot.

- **Presentation to the Board of Education on April 25, 2011**
  - The pilot proposal will be included in the presentation to the Board as part of the recommended Strategic Plan activities for the 2011-12 school year.

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

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

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

Leader: Gerry Berkowitz
Assistant: Terri Bresnahan

April 4, 2011 Status Report

Steps accomplished in second trimester:

- On February 14, 2011, the Board approved release of funds for remaining network infrastructure work, including $75,000 from the Strategic Plan budget.
- Purchases for some of the hardware required for these upgrades have been made.

Next steps this year:

- The remaining hardware will be purchased and installations will begin after the close of school. Work will continue throughout the summer months with anticipated completion of all work prior to the start of the next school year.
- The following installations are scheduled for the summer of 2011:
    - Switch upgrades will be completed for ESC, Roosevelt, Franklin, Washington and Jefferson.
    - Wireless upgrades will be completed for ESC, Lincoln, Emerson, Jefferson and Field.
    - Wireless access points will be upgraded at Carpenter, Roosevelt, Franklin and Washington.

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

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

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

Leader: Terri Bresnahan

April 4, 2011 Status Report

As scheduled, this action plan is just getting underway.

- **Creation of the Technology Implementation Committee (TIC)**
  - The TIC has been created and consists of 22 members, including administrators, teachers representing most grade levels and content areas, and technologists. Board member Scott Zimmerman is the liaison to our group.
  - The TIC met on March 23 from 8:30-11:15 a.m. to begin the work of evaluating resources necessary to implement the technology integration activities developed by the Advanced Technology Committee.
  - The TIC also discussed a proposal for the Technology-Coaching Pilot to be presented to the Board of Education at the April 25 Board meeting. Research of best practices for professional development, job descriptions and a framework for the pilot will be developed.

- **Release Time for TIC Meetings**
  - The TIC will meet again on April 7 and as needed before the final May 18 session to develop a Staff Proficiency Survey, review the hardware distribution for next year and finalize plans for the Technology-Coaching Pilot, pending Board approval.

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

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

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

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

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

April 4, 2011 Status Report

Steps accomplished in the second trimester:

Fourth Strategic Plan Meeting: Wednesday, February 16 3:00-4:00 p.m.

Fifth Strategic Plan Meeting: Tuesday, February 22 Institute Day 8:15-11:00 a.m.

Primary goal: To have activities that would guide staff toward limited "pilot" student goal setting for next school year. This pilot goal setting process will be a means to evaluate the efficacy of different goal setting processes, which ultimately would lead to adoption of a District-wide goal setting process.

Grades K-2 Committee
- Identified target behaviors in the area of academics, civil behavior, and developed examples. These target behaviors will help teachers, working with students and parents, to have a guideline for writing goals in these areas. The process will be appropriate to this age/grade band and will be helpful through the goal setting pilot process.
- Discussion on Specific-Measurable-Attainable-Realistic-Timely (SMART) goal setting practice *to develop understanding of age appropriate goal setting* in this area and future piloting of student goal setting lead by staff.
- Developing "mock goals" to practice goal setting processes for future pilot:
  o Developed language for kindergarten goal setting including – "what a goal is and what it means." Determined goal setting will function with adult assistance by the end of the year.
  o Determined this kindergarten goal process would be reviewed in grade 1 and the students would be setting their first formalized goal this school year. Determined goal setting in grade 1 will provide foundation for more developed goal setting for grade 2 and beyond.

- o Developed a process so that students are fully engaged in the goal setting in the areas of academics and civil behavior by the end of grade 2 and understand its importance.
- Looked at examples of goal setting from other districts/domains, and using guiding questions, based upon the Strategic Plan action steps, and utilizing a "pilot goal setting template" for teachers to do small scale student goal setting pilots in the future. An existing "Pilot Goal Setting Template" was developed and members of the committee will use this to ensure next year's pilot/testing of goal setting, on a small scale, follows the action steps of the Strategic Plan and can be evaluated to refine the process for better practice.

Grades 3-5 Committee
- Identified target behaviors in the area of academics, civil behavior, talents and interests. From this exercise, a specific definition of talents and interests were determined for review for future pilot of goal setting. These definitions will help teachers, working with students and parents, to have a guideline for writing goals in these areas. The definitions will be appropriate to this age/grade band and will be helpful through the goal setting pilot process.
- Discussed Specific-Measurable-Attainable-Realistic-Timely (SMART) goal setting practice for future piloting of student goal setting led by staff. These conversations allowed for understanding of this action step toward using SMART language in the 2011-12 piloting of goal setting and the eventual goal setting process. Focus on SMART goals will be in the areas of academics and civil behavior.
- Developed "mock goals" (to practice the goal setting processes) for future pilot of goal setting with a focus on SMART goals in the areas of academics and civil behavior. Mock goals setting provided real word context (the act of writing goals) and has given teachers some practice in "trouble shooting" how to refine goal setting.
- Looked at examples of goal setting from other districts/domains, and using guiding questions, based upon the Strategic Plan action steps, and utilizing a "pilot goal setting template" for teachers to do small scale student goal setting pilots in the future. An existing "Pilot Goal Setting Template" was developed and members of the committee will use this to ensure next year's pilot/testing of goal setting, on a small scale, follows the action steps of the Strategic Plan and can be evaluated to refine the process for better practice.

Grades 6-8 Committee
- Identified target behaviors in the area of academics, civil behavior, talents and interests. From this exercise, a specific definition of talents and interests were determined for review for future pilot of goal setting. These definitions will help teachers, working with students and parents, to have a guideline for writing goals in these areas. The definitions will be appropriate to this age/grade band and will be helpful through the goal setting pilot process.
- Discussed Specific-Measurable-Attainable-Realistic-Timely (SMART) goal setting practice for future piloting of student goal setting led by staff. These conversations allowed for understanding of this action step toward using SMART language in the 2011-12 piloting of goal setting and the eventual goal setting process. Focus on SMART goals will be in the areas of academics and civil behavior.
- Developed "mock goals" (to practice the goal setting processes) for future pilot of goal setting with a focus on SMART goals in the areas of academics and civil behavior. Mock goals setting provided real word context (the act of writing goals)

and has given teachers some practice in "trouble shooting" how to refine goal setting.
- Looked at examples of goal setting from other districts/domains, and using guiding questions, based upon the Strategic Plan action steps, and utilizing a "pilot goal setting template" for teachers to do small scale student goal setting pilots in the future. An existing "Pilot Goal Setting Template" was developed and members of the committee will use this to ensure next year's pilot/testing of goal setting, on a small scale, follows the action steps of the Strategic Plan and can be evaluated to refine the process for better practice.

Next steps:
- Finalize plans for May scheduled meeting.
- Review established District 64 "Change Protocol" (Strategy V of Strategic Plan).
- Leadership will explore strategies with the whole committee on specific action steps to be addressed next school year, including:
  o Student portfolios/web-based applications and a means for students, staff and parents to review student goal setting process.
  o How to provide student led parent/teacher conferences (grades 6-8).
  o Development of goal setting curriculum for teachers to teach and students to write goals, including a goal evaluation process.
  o Exploring the possibility of a screener or process to help students discover talents and interests for goal setting in these areas.
  o Explore goal setting coordination ("K-2 to 3-5" and "3-5 to 6-8") so grade bands can match age appropriateness, but students, parents and staff can understand the unique goal setting opportunities for students at different ages.
- Grade bands will discuss and draft plans for pilot goal setting:
  o Formats for academics, civil behavior, talents and interests goals will be reviewed toward piloting goal setting formats (for future school year).

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

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

Leader: Philip Bender
Assistants: Kevin Dwyer, Bernadette Tramm
Resources: Kathy Creely (elementary) and Joel Martin (middle)

April 4, 2011 Status Report

As scheduled, this action plan is just getting underway.

The leadership team has met to review the work completed by the Action Planning Team from fall 2009. At a second meeting, the team invited Joel Martin and Kathy Creely to join the planning team as resources for service learning at the middle school and elementary school levels, respectively. Prior to that meeting, Dr. Dwyer met with Mr. Martin to update him on the Action Planning Team work; Ms. Creely was part of the team and therefore fully acquainted with its activities.

Next steps:
- Review materials describing service learning to determine how to best share information about this form of learning with community members and organizations as well as staff.
- Identify and review current collaborative partnerships between the community and District 64.
- Plan and conduct focus group meetings with collaborating community members and organizations to explore expanded service learning opportunities.
- Compile information about service learning activities and create into an electronic library of projects going on in the District.
- Explore creating a database accessible to staff of opportunities for service learning with community members and organizations.
- Plan for opportunities to pilot service learning projects in 2011-12 with volunteer teams of teachers. Use Change Protocol (Strategy V) to assist in identifying the impact, timeline, resources and communication needs regarding this pilot.

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

Action Plan 1: *Establish Power Standards* for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.* (*District 64 has adopted the more commonly used term "Priority" Standards.)

Leader: Diane Betts
Sub-Group   Reading – Katie Kelly and Irene Kappas
Leaders: Language Arts – Dan Walsh and Megan Keefer
            Math – Kathy Creely and Kathy Ross
            Science & Health – Kevin Dwyer and Tony Clishem
            Social Studies – Vicki Mogil and Doug Florence
            Foreign Language – Lynne Farmer and Shannon Rodriguez
            Art – Lynne Farmer and Sonja Dziedzic
            General Music – Lynne Farmer and Joani Heavey
            Instrumental Music – Lynne Farmer and Brian Jacobi
            Physical Education – Lynne Farmer, Bill Casey and Aaron Schauer

April 4, 2011 Status Report

Steps accomplished in second trimester:
- **December – January**
  - Diane Betts met with sub-group leaders for each subject area to review the grade level priority standards that have been identified to date and plan how remaining Strategic Plan meeting dates and release time (if necessary) would be used to complete the identification process by the end of year.
  - Diane Betts met with sub-group leaders during a Curriculum Team meeting to discuss level of rigor and cognitive demand that need to be embedded in Priority Standards. Standards identified to date were reviewed from this perspective.
- **Fourth Strategic Plan Meeting: Wednesday, February 16, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - Each subgroup reviewed the grade level priority standards identified thus far, conducted vertical alignment analysis between grade levels if not previously accomplished and discussed whether identified priority standards reflect critical thinking, creative expression and problem solving skills.
  - Each sub-group continued to identify priority standards for other goal areas within their curricular area.
- **Fifth Strategic Plan Meeting: February 22 Institute Day 8:15-11:00**
  - Sub-groups continued to identify priority standards for other goal areas within their curricular area
- **March 10 Curriculum Team Meeting**
  - Curricular leaders discussed integration of Technology, Information Literacy, Great 8 Learning Strategies and Civil Behavior within the Priority Standards and planned for how this can be worked on further in next steps.

Current status:
- Draft Priority Standards have been identified in most core and encore areas. Release time or remaining Strategic Plan date (May 18) will be used if necessary for some sub-groups to complete identification of priority standards.

Next Steps this year:
- **Sixth Strategic Plan Meeting: Wednesday, May 18**
  Finish this year's tasks and plan for next year's work using the Change Protocol (Strategy V).
  - Determine how priority standards will be shared with all District 64 teachers.
  - Determine when in future years priority standards will be formally implemented.
  - Determine staff development needed to support teachers in teaching the priority standards.
  - Determine when to revise the curriculum brochures and website to reflect new District 64 Priority Standards.
- Diane Betts will work with sub-group leaders for Reading, Language Arts, Social Studies and Science to analyze horizontal alignment of priority standards and determine how reading and writing across the content areas will be addressed in the priority standards for each subject area at the middle school level.

What are Priority Standards?
Priority Standards (also known as Power Standards) are a carefully selected and prioritized sub-set of curricular standards that are essential for students at a particular grade level to know and be able to do. Groups of teachers within a district or school collaboratively select Priority Standards for each grade level from the state standards or new national "Common Core Standards" that they believe are the essential skills and strategies that students need for success on state assessments, at the next grade level, and in life.

Why is it important to prioritize standards?
Prioritizing a smaller number of Priority Standards is necessary because all grade level or course-specific standards are not equal AND because there simply is not enough time in a school year to teach all standards equally. Robert Marzano, a leading educational researcher, has examined standards from many different states and contends we would need to keep students in school for 22 years in order to teach all the K-12 standards.

Priority standards are not all that we teach. Larry Ainsworth uses a fence metaphor to describe this. Priority standards represent the "fence posts" or those learning outcomes that are absolutely essential for all students to know and be able to do. Consequently, teachers need to dig deeper and focus more attention and time on the priority standards to assure student competency. The remaining standards are the "rails" that can be used to connect to and support the priority standards. "Fence posts and rails – without both there is no fence!" (Larry Ainsworth, District 64 October 12 presentation on Priority Standards).

Priority Standards are the foundation of aligned practices that will enable us to address Strategy IV and ultimately achieve our District mission.

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

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

Leader: Sandra Stringer

April 4, 2011 Status Report

As scheduled, this action plan is just getting underway.

Assistant Superintendent Sandra Stringer will be meeting on Thursday, April 14 with all principals and a representative from the District's online application service provider, General ASP. The meeting will focus on the application tool that will be used to help screen new certified teacher candidates for differentiation experience in student learning and instruction.

Next steps this year:
Following the meeting, administrators will meet to determine the next steps in the process.

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

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

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

Leader: Diane Betts
Sub-Group Reading – Katie Kelly and Irene Kappas
Leaders: Language Arts – Dan Walsh and Megan Keefer
Math – Kathy Creely and Kathy Ross
Science & Health – Kevin Dwyer and Tony Clishem
Social Studies – Vicki Mogil and Doug Florence
Foreign Language – Lynne Farmer and Shannon Rodriguez
Art – Lynne Farmer and Sonja Dziedzic
General Music – Lynne Farmer and Joani Heavey
Instrumental Music – Lynne Farmer and Brian Jacobi
Physical Education – Lynne Farmer, Bill Casey and Aaron Schauer

<u>April 4, 2011 Status Report</u>

Steps accomplished in second trimester:
- Last year as part of a Middle School Joint Quality Improvement Team (QIT) project, each core and encore department spent professional growth time on Wednesdays and an Institute Day developing a common post assessment for an existing instructional unit and planning how the "Great 8" Learning Strategies (thinking and reading comprehension strategies) could be integrated into the unit. Departments were expected to teach this unit during the third trimester and administer the common assessment. During this current school year, these common assessments were reviewed and modified if necessary and are being administered in either the second or third trimester in each department.

Next steps this year:
- Once the Priority Standards are identified for each grade level, the next step will be to unwrap the standards, identify objectives and develop common assessments for the essential skills and strategies embedded in each priority standard.
- Training in the development of common assessments will be provided first to sub-group leaders (May 13, 2011) and then to the teachers in each sub-group who will be involved in actually developing the assessments during the 2011-12 school year.

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

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

Leader: Diane Betts

Sub-group Leaders: Reading – Katie Kelly and Irene Kappas
Language Arts – Dan Walsh and Megan Keefer
Math – Kathy Creely and Kathy Ross
Science & Health – Kevin Dwyer and Tony Clishem
Social Studies – Vicki Mogil and Doug Florence
Foreign Language – Lynne Farmer and Shannon Rodriguez
Art – Lynne Farmer and Sonja Dziedzic
General Music – Lynne Farmer and Joani Heavey
Instrumental Music – Lynne Farmer and Brian Jacobi
Physical Education – Lynne Farmer, Bill Casey and Aaron Schauer

April 4, 2011 Status Report

Steps accomplished in second trimester:

- **January 20 Curriculum Team Meeting**
  Diane Betts worked with sub-group leaders to examine whether identified priority standards reflect higher-level critical thinking, creative expression and problem solving skills and strategies. The level of rigor and cognitive demand of priority standards was analyzed and adjustments made if necessary.
- **March 10 Curriculum Team Meeting**
  Discussed integration of Technology, Information Literacy, Great 8 Learning Strategies and Civil Behavior with Priority Standards and planned how this can be worked on further in the next steps in order to increase the amount of higher-level thinking skills, creative expression and problem solving embedded in the Priority Standards.

Next steps this year:

- During the May 13 training with Larry Ainsworth, Strategy IV sub-group leaders will plan how higher level thinking skills, creative expression and problem solving skills as well as technology, information literacy, Great 8 Learning Strategies and civil behavior will be integrated into the unwrapping of standards and the development of common assessments work that will be the focus of 2011-12.

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

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

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

Leader: Lynne Farmer
Assistants: Kathy Ross, Building Principals, Curriculum Specialists

April 4, 2011 Status Report

Steps accomplished in second trimester:

- Students in 2nd-5th grade have taken the Math Concepts and Application assessment (M-CAP) once a trimester to measure and benchmark their knowledge of key concepts and computation skills. Similar to the DIBELS oral reading fluency measure, the M-CAP can target students in need of additional support. At the end of this year, we will have a full year's worth of M-CAP data to analyze for patterns and gaps in instruction.
- Kathy Ross and Lynne Farmer examined four years of Math MAP data to identify specific curricular areas of growth in student achievement over time as well as areas of curricular difficulty.
- The RtI Leadership Team examined this MAP math data as well as the M-CAP data as they brainstormed initial ideas for supporting students in math next year.
- In the area of assessing and tracking student behavior, students will take the District 64 Climate Survey or the Illinois Youth Survey to assess student perceptions regarding bullying and other social-emotional indicators. We use this information to determine any weaknesses in our core civil behavior efforts.
- The Middle School Assistant Principals revised discipline categories in Power School (the student information database) to more consistently and effectively track student discipline in our middle schools.
- Staff training has been provided for the behavior tab on AIMSweb (an on-line data tracking system) for another way to track behavior on social emotional issues for students.
- Literacy, Instructional Resource as well as classroom teachers have been using assessments from AIMSweb to frequently monitor student progress and make adjustments in instruction.
- Student achievement data from ISAT, MAP, DIBELS, MCAP and the Harcourt Reading Level Assessment has been uploaded into the INFORM database. Teachers, teams, principals and other instructional leaders can examine and analyze data on a single student, group of students, grade level or district as a whole on a variety of assessments and look at progress over time.

Next steps this year:

- Diane Betts will work with curriculum specialists to utilize the "Here's What, So What, Now What" protocol to examine Educational Ends and other sources of data relevant to their curricular area. Each curricular area will identify any specific areas in need of improvement and determine how this need can be addressed through the priority standards identification process, revisions to existing curriculum, changes in instructional practices and/or staff development opportunities.

- QIT teams will expose grade level and core teams to "Here's What, So What, Now What" data analysis protocol by end of year and use it to examine relevant data.
- Principals and QIT team members will receive training on the INFORM data warehouse system this summer and learn how this tool can be used to extrapolate data on student learning and analyzed for areas of celebration as well as areas for growth.
- We will begin working with curriculum specialists and other teacher leaders to develop skills for coaching teacher teams in the use of data to inform instruction.

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

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

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

Leader: Philip Bender
Assistants: Administrative Council members
Resource: Kim Nasshan

April 4, 2011 Progress Report

Steps accomplished thus far:

- Activities have initially focused on increasing the awareness and knowledge of all District administrators about the "change protocol" and its uses for strategic plan activities and at any time change is being considered. The protocol was explored in depth as part of the original training workshop in June 2010 for all administrators, and was reinforced in the fall.
- As implementation activities have proceeded, the emphasis now is on introducing the change protocol into the basic work of each Strategic Plan committee. Each committee is asked to use the protocol to better understand and plan for the impact of changes that will be introduced in coming years as an outcome of their work.

Next steps this year:

- All District administrators will work together this spring to use the change protocol to review recommendations for 2011-12 strategic plan activities and selected existing initiatives from the implementation schedule.
- Additional training will be planned for the annual June administrators' professional development workshop on using the change protocol as an important management tool. The goal will be to help administrators build capacity for integrating the protocol across a wide variety of situations they encounter in their leadership roles, not only changes directly related to a particular strategic plan action item.

Park Ridge-Niles School District 64

Strategic Plan

BELIEFS ... An expression of fundamental values; ethical code, overriding convictions, inviolable principles.	**We believe that...** All people have inherent worth. Quality education benefits everyone. Everyone within our community is responsible for the education and development of our children. The family environment has a major influence on the development of a child. All people can be successful learners and continue to learn throughout their lives. A safe, nurturing environment is essential to learning. People grow through a variety of experiences, opportunities and adversities. High expectations and a positive attitude result in higher performance. Both cooperation and healthy competition are necessary to achieve excellence. Effort, perseverance and self-discipline are necessary for people to achieve their personal best. People are responsible for their actions and honoring their commitments. Honesty and integrity are essential to build and sustain trusting relationships. Everyone benefits from contributing to the well-being of others. Understanding diversity is essential to thrive in an interdependent, global community. Change is inevitable and challenges us to grow.

MISSION

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

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.

OBJECTIVES

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

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.

PARAMETERS

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

We will always maintain safe, supportive learning environments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan 1: Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.

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

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

Action Plan 4: Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.

Action Plan 5: Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.

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

Action Plan 7: Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.

Action Plan 8: Implement differentiated lessons in all areas of core curriculum.

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

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

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

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

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

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

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					
	2 Staff proficiency standards					
	3 Assistance/peer coaches					
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implem Comm)					
	8 BATC (Bd Adv Tech Comm)					
2. Building a Model for Personal Student Goals	1 Grades K-2					
	2 Grades 3-5					
	3 Grades 6-8					
3. Collaboration within Our Partnership	1 Involve partners					
	2 Service learning					
	3 Non English-spkg families					
4. Expectations for Student Learning and Instructional Practices	1 Develop Power Standards					
	2 Hiring differentiation experience					
	3 Staff dev on differentiation					
	4 & 5 Differentiation peer coaches					
	6 Pre/post common assessments					
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills					
	10 Student progress reporting					
	11 Data-driven instruction					
5. Providing Support and Tools for Change	1 Utilize change protocol					
Existing Initiatives	RtI					
	RtI: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curriculum					
	Teach learning strategies (all content areas)					
	Gifted identification review					
	*Special Ed study (CFC)					
	Update teacher evaluation tool					
	Plan/hire for admin retirements					
	*Admin staffing study (CFC)					
	Wellness Benefit Fair					
	RFPs: Bus, Insurance					
	Conversion to Skyward					
	New Superintendent orientation					

* Board of Education discussion 4-26-10