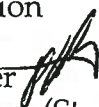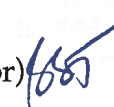To: Board of Education

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

Date: June 13, 2011

Subject: Strategic Plan Progress Report #3 – 2010-11

The *"Journey of Excellence"* has reached the conclusion of its first year as 2010-11 implementation activities are successfully wrapped up. This first year saw scheduled work on 20 of 26 action plans. Implementation of the entire plan is expected to span a minimum of five years. (Attachment 1)

Activities in 2010-11
From the opening Institute Day in August 2010, District 64 staff members have been engaged in activities related to the *"Journey of Excellence."* All certified teachers, curriculum specialists and all administrators – about 400 employees in total – participated in strategic plan activities this year.

Progress on the action plans has been formally reported to the Board each trimester:
- Report #1 – December 13, 2010 reported on nine plans that were initiated in the first trimester; and,
- Report #2 – April 4, 2011 included an update on continuing activities for the initial nine plans plus work on six additional plans.

Action Plan Progress – Third Trimester
The reports that follow detail the specific steps that have been accomplished in the third trimester, from mid-March through the end of the school year. Status reports for five additional plans also have been added this trimester.

Work time includes primarily one all-District staff development early release Wednesday on May 18, which was the sixth District-wide work session for most groups this year. In addition, the Technology Implementation Committee met separately several times to begin its assignments. Leaders of action plans and District administrators also met independently throughout the spring to coordinate these efforts and plan for 2011-12.

In addition, all staff had the opportunity to celebrate the successes and review the accomplishments of our *"Journey of Excellence"* efforts this year at building meetings held at each school in early June. A highlight of the plan accomplishments in 2010-11 was distributed and discussed, along with a preview of activities as we move ahead into 2011-12. (Attachment 2)

An overview of the key accomplishments for each strategy also is included in this report, before the detailed action plan updates for the third trimester.

Plans for 2011-12 Implementation Activities
As envisioned when the plan was formally adopted, the Board each spring is asked to consider a schedule of implementation activities and budget for the upcoming year.

The ESC administrative team and Administrative Council proposed a plan for 2011-12, based on input from the various action plan leaders. The recommendation for the coming school year was presented to the Board at a lengthy Committee-of-the-Whole meeting on Monday, April 25. This was followed by an additional report and extensive discussion at the Board's May 9 meeting. A further report along with a modified budget proposal were presented and approved by the Board at the May 23 meeting.

Next Steps
Strategic Plan activities are a priority for all District 64 administrators and each plays a leadership role in one or more of the action plans. The ESC administrators and Administrative Council will work together at a training session on June 16 to coordinate and plan workflow to maximize the use of available time for 2011-12 activities, based on a tentative staff development calendar. All certified staff again will work on one of the Strategic Plan committees next year. Most committee assignments will carry over into 2011-12, but some adjustments will be made due to staff and administrative transitions as well as to fill needs in certain student learning areas.

Moving into the coming year, the strategy leadership group reporting to the Superintendent will continue to help manage the workflow for 2011-12. This includes: Director of Technology Terri Bresnahan/Strategy I; Lincoln Assistant Principal Tim Gleason/Strategy II; Roosevelt Principal Kevin Dwyer/Strategy III; Assistant Superintendent of Student Learning Diane Betts/Strategy IV; Washington Principal Kim Nasshan/Strategy V; and Public Information Coordinator Bernadette Tramm/Internal Facilitator.

Plans also are being developed for the teacher Institute Day on Friday, August 19. In keeping with the District's change protocol, an important goal will be to continue supporting and preparing staff for changes as the *"Journey of Excellence"* moves forward, and to help view the change process itself through the lens of the District's ongoing civil behavior initiative.

Budget for 2010-11
The Board authorized budget for the year was $195,000, which included $126,000 in non-salary expenditures; the remainder was earmarked for possible teacher release time. The largest of the non-salary expenditures was $75,000 toward technology infrastructure (Strategy I, Action Plan 6), which was released by the Board at the February 14 meeting. Because substantial progress has been achieved using only the designated days on the Staff Development calendar, additional release time has been used sparingly and not to the extent originally forecast. In all, total expenditures for the year are about $78,000, or almost $117,000 less than budgeted.

District 64 is very proud of the achievements that have been made during the first year of the *"Journey of Excellence."* We have much to celebrate. The unprecedented approach of having almost 400 staff members personally involved in the implementation activities proved to be an extremely positive innovation. Although it was more difficult to coordinate, having all teachers and administrators make this personal investment in the plan has helped to rapidly build understanding and awareness of the five essential strategies. It also helped make substantial progress on the action plans, despite the limited time available for this work. With this solid base in place, we look forward to continuing the *"Journey"* in 2011-12.

Highlights of 2010-11 Accomplishments

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

Strategy I kicked off this year with the creation of the Advanced Technology Committee in the fall. Since then, it has been a busy and productive time. Approximately 100 staff members, including teachers, support staff, and administrators, participated in four early release days and two Institute Days to address the goals of the Strategic Plan. The main focus of this committee was to review the technology scope and sequence and the National Educational Technology Standards (NETS) for Students. Working in grade-level groups, the committee was able to create meaningful activities for students that are aligned with the standards we hope students to achieve. Those activities will help guide future work for addressing the professional development needs as they relate to the NETS for Teachers.

In addition, the Technology Implementation Committee (TIC) was organized as a sub-committee to take on the tasks of creating a technology coaching pilot proposal, developing a staff technology survey, addressing policies as they relate to technology, and advising on technology purchases and allocations. Through the use of release time, the TIC has accomplished a great deal of work in a short period.

Behind the scenes, great progress was made in updating and enhancing our network infrastructure. By the end of this summer, all buildings will have received new wireless access points and network switches to provide a more robust and reliable network for the District's technology use.

The Strategic Plan has served as a powerful tool for guiding the District's technology initiatives and the work related to Strategy I will indeed assist in moving us forward towards the acceleration of the use of advanced technology.

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.*

This year, the almost 80 staff members and administrators working on this committee identified target behaviors/definitions for specific goal areas, including: academics, civil behavior, talents and interests. 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 the age/grade band and will be helpful through the goal setting pilot process.

In addition, the committee discussed Specific-Measurable-Attainable-Realistic-Timely (SMART) goal setting practices. These conversations allowed for understanding of using the SMART language in the 2011-12 piloting of goal setting. The focus on SMART goals will be primarily in the areas of academics and civil behavior.

The committee also developed "mock goals" (to practice the goal setting processes) for the pilot with a focus on SMART goals in the areas of academics and civil behavior. Mock goals setting provided real world context (the act of writing goals) and has given teachers some practice in "trouble shooting" how to refine goal setting.

Finally, the committee looked at examples of goal setting from other districts/domains as a resource. A "Pilot Goal Setting Template" also was developed. Members of the committee will use this to ensure next year's pilot of goal setting, on a small scale, follows the action steps of the Strategic Plan and can be evaluated to refine the process for wider implementation.

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.*

The leadership team for this strategy has laid plans to raise awareness about service learning with District 64 staff and parents, as well as community members and organizations beginning in 2011-12. An important goal also will be to foster current service learning activities. In addition, a language needs assessment also has been prepared to survey families who do not speak English, with appropriate follow up planned.

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.*

The more than 215 staff members working on Strategy IV, the strategy most directly focused on student learning, have successfully addressed the first portion of Strategy IV, clarifying expectations for student learning, during this first year of the Strategic Plan. This was accomplished through the identification of Priority Standards in all core and encore areas.

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 District 64 teachers selected Priority Standards for each grade level from the new national "Common Core Standards" for the academic areas of Language Arts and Math and used existing state standards to identify priority standards in all other academic (core) areas and in the encore areas of Foreign Language, Music, Art, and Physical Education. The standards selected represent knowledge and skills that teachers believe are the essential skills and strategies that students need for success on state assessments, at the next grade level, and in life.

Selecting and prioritizing 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. Priority standards represent those learning outcomes that are absolutely essential for all students to know and be able to do. Consequently, teachers need to focus more instructional attention and time on the priority standards to assure student competency.

As part of this work, teachers worked to ensure that critical thinking, creative expression and problem solving skills are embedded into the standards and integrated into instruction. We also began to examine how to integrate technology, the Great 8 Learning Strategies and civil behavior into the Priority Standards. Priority Standards are the foundation of aligned practices that will enable us to address Strategy IV and ultimately achieve our District mission.

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As we move forward we will determine how priority standards will be shared with all District 64 teachers, when in future years priority standards will be formally implemented, how they will be assessed and what staff development is needed to support teachers in teaching the priority standards.

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.*

During the first year, the primary effort was to plan for changes ahead. We began by creating awareness and knowledge of the District's change protocol and how it can be used as a flexible tool when planning for change, not just related to the Strategic Plan but across a wide variety of real life situations. The initial focus was on building the capacity of administrators to use the protocol, and the emphasis now is expanding to introduce the protocol into the basic work of each Strategic Plan committee. The protocol will be an important component of our efforts in 2011-12, when changes on a limited basis will be introduced in the form of several pilot programs linked to particular action plans.

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)

June 13, 2011 Status Report

Steps accomplished in third trimester:

- **Technology Committee Leadership Meeting, Friday, May 13, 2011 9:30-10:30**
  - Leaders met to review the Staff Technology Survey data and plan for the final Strategic Plan meeting on May 18.
- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - The whole committee met for its final session for the 2010-11 school year.
  - The committee celebrated its accomplishments for the year.
  - The committee broke into smaller groups by building and reviewed the Staff Technology Survey that was completed by 319 certified teachers. The committee used guiding questions to review and synthesize the data. They then reconvened as middle school and elementary groups to share commonalities across the District in terms of professional development needs.
  - The analysis of the data will be used to determine professional development for next 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 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)

June 13, 2011 Status Report

Steps accomplished in third trimester:

- **Creation of a Staff Technology Proficiency Survey**
    o The TIC met on March 23, 2011 to review sample proficiency surveys and gave input on what type of survey would be best for District 64.
    o A small group of volunteers met on April 26, 2011 to create the first draft of the technology survey.
    o The TIC then met on May 6, 2011 to review the draft survey and make revisions for the survey to be completed at the building faculty meetings on Wednesday, May 11, 2011.
    o On Wednesday, May 11, 2011, 319 certified teaching staff completed the survey during building faculty meetings.

- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
    o The committee broke into smaller groups by building and reviewed the Staff Technology Survey that was completed by 319 certified teachers. The committee used guiding questions to review and synthesize the data. They then reconvened as middle school and elementary groups to share commonalities across the district in terms of professional development needs.
    o The analysis of the data will be used to determine professional development for next 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 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

June 13, 2011 Status Report

Steps accomplished in third trimester:

- **TIC Meeting**
    o The TIC met on March 23, 2011 to develop a proposal for a technology-coaching model for advancing the use of technology.

- **Presentation to the Board on April 25, 2011 Committee-of-the-Whole meeting**
    o A presentation to the Board was made outlining the technology-coaching proposal for the 2011-12 school year.

- **Follow-up Presentation to the Board on May 9, 2011**
    o Additional information was provided in response to Board members' questions related to the technology-coaching proposal.

- **Final Presentation to the Board on May 23, 2011**
    o Additional information was provided in response to Board members' questions and a modified budget was proposed.
    o The Board approved the 2011-12 plans and modified budget.

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

June 13, 2011 Status Report

Steps accomplished in third trimester:

- The remaining hardware has been 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

June 13, 2011 Status Report

- **Release Time for TIC Meetings**
  - The TIC met this year on the following dates/times:
    - March 23, 2011: 8:30-11:15 a.m.
    - April 7, 2011: 8:30-11:15 a.m.
    - May 6, 2011: 8:30-11:15 a.m.
  - The TIC achieved the following during the 3 meetings:
    - Assisted in the creation of the proposal for the technology-coaching pilot
    - Developed the Staff Technology Survey
    - Made plans to review technology-related policies for the 2011-12 school year
    - Gave input on the future purchases and allocations of SmartBoards

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 8: *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

June 13, 2011 Status Report

In light of administrator involvement needed to move forward on other technology action plans, work on this committee was rescheduled to spring 2012.

Next steps in 2011-12
- Investigate, design and staff the committee
- Develop a procedure for investigating new technologies
- Determine how and when to communicate ideas to the Board of Education and Technology Implementation Committee

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

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

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

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

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

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

June 13, 2011 Status Report

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.

Steps accomplished in the third trimester:

Sixth Strategic Plan Meeting: Wednesday, May 18 2:30-4:00 (6-8), 3:00-4:30 (preK-5)

The three grade level band groups met separately. The following activities were accomplished:

- Each grade level band committee developed an initial goal setting pilot format for a specific group of students that faculty members work with on a daily basis. Committee members were given a planning document with guidelines, based upon the action steps, to draft their format of a goal-setting pilot. This allowed committee members to set up an initial thought process for goal setting and provided some uniform direction that matches the action steps of the Strategic Plan. Once this initial brainstorming was completed, the goal setting members joined in groups to share their information and each group reported out to their individual subcommittee. This activity was planned to allow some rich dialogue on how multiple committee members were setting up their student goal setting pilots and to allow these committee members to generate a game plan for goal setting pilots in fall 2011. Through discussion, committee members are choosing a small sample of students to pilot student goal setting. This was the majority of the work session.

- The goal setting committee reviewed our tasks for 2011-12, as this will be the work we will be addressing next year. This includes: 1) piloting student goal setting and review of that process; 2) developing a format/curriculum for informing students parents and staff of goal setting; 3) working with the administrative team on

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communication of goal setting committee progress reports; 4) developing processes for when students transition from K-2 to 3-5 goal setting format and from 3-5 to 6-8 goal-setting format; 5) determine how parent conferences will incorporate student goal setting conversation.

- Finally, the goal setting committee briefly reviewed the District 64 change protocol as it assists us in our future planning. It was noted that the District leadership, following the Board's direction, would be utilizing this change protocol. It was noted to members that each subcommittee of the Strategic Plan, including Student Goal Setting, must be mindful of this planning document to make sure change is accomplished with a view of the larger context of other initiatives.

Next steps in 2011-12
The Strategy II leaders will explore plans with the whole committee on specific action steps to be addressed next school year, including:
- Grade bands will implement pilot goal setting with a small group of students starting fall 2011. From this, better/best practices will be discovered towards a more uniform goal setting process.
- How to provide student led parent/teacher conferences (grades 6-8).
- Development of goal setting curriculum for teachers to teach and students to write goals, including a goal evaluation process.
- Exploring the possibility of a screener or process to help students discover talents and interests for goal setting in these areas.
- 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.

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

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

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

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

June 13, 2011 Status Report

During the third trimester, the leadership team met on April 6 and May 4 to 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. Using the change protocol, the committee determined that 2011-12 activities must focus on raising awareness about service learning before a pilot could begin.

The committee developed a comprehensive list of activities to be undertaken in 2011-12. In addition, Coordinator of Extended Day & Preschool Services Leslye Lapping joined the team and will provide helpful input from both her perspectives.

Next steps
The committee is scheduled to meet on July 11 to begin work on items needed for the back-to-school launch of the awareness campaign to staff and to plan fall outreach activities in the community according to the steps identified in the 2011-12 plan. An elementary school principal will be added as a resource to the team upon Ms. Creely's retirement from District 64.

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

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

Leader: Kathy Nelson
Assistants: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh
Resources: Transitional Program of Instruction (TPI) teachers

June 13, 2011 Status Report

Kathy Nelson met with teachers to plan for and prepare a needs assessment survey, which will be offered to Transitional Program of Instruction (TPI) families at parent nights in fall 2011. Materials also were identified to be added to a new website page to provide parents additional information and connect with Illinois State Board of Education resources.

Next steps in 2011-12
- With Ms. Nelson's retirement, Mr. James Even will assume responsibility for leading the committee.
- Once the needs assessment survey has been completed and data has been compiled, the information will be reviewed and further action steps planned based on identified needs.
- The website page will be established and materials added according to the plan.

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

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

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

Leader: Diane Betts
Sub-Group Reading – Katie Kelly and Irene Kappas
Leaders: Language Arts – 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

June 13, 2011 Status Report

Steps accomplished in third trimester:
- **April 21, 2011 Strategy IV Leaders Meeting**
  Leaders of all Strategy IV sub-committees met with Diane Betts to review each sub-committee's progress toward the completion of identified Priority Standards. A checklist was provided to guide any work remaining to be accomplished this year. Examples of tasks on the checklist included:
    o Checking for vertical alignment of standards across the grade levels and identification of any redundancies and/or gaps
    o Determination that the standards represent an appropriate and achievable amount of learning at each grade level
    o Analysis of the level of rigor, critical thinking, creative expression and/or problem solving embedded in the standards
    o Discussion of the impact teaching these standards might have on curriculum and instruction

  The Change Protocol was also reviewed with sub-committee leaders so that they could become more familiar with it and use it to assist in identifying the impact, timeline, resources and communication needs for beginning implementation of the Priority Standards.

  Plans and agendas were developed for the last Strategic Plan Meeting date on May 18.

- **May 13 Strategy IV Leaders Training - Cancelled**
  Larry Ainsworth, the consultant from the Leading and Learning Institute who provided initial training on identifying Priority Standards, was scheduled to provide a full day of training on the next steps we will take in this process: unwrapping the standards and developing common assessments. Due to a serious health issue in

Mr. Ainsworth's family, the training had to be cancelled and has been rescheduled for next September.

- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  All Strategy IV Student Learning sub-committees met as elementary and middle school groups to finish the identification of Priority Standards in their core or encore area at each grade level. Specifically they worked on completing any unfinished tasks from the checklist referenced above. Each sub-committee made any final revisions to their priority standards and also began to discuss the following:
  - o When Priority Standards should be implemented in this subject area
  - o Ideas for when and how the Priority Standards should be communicated to all teachers
  - o Implications teaching these standards will have for new textbooks, instructional approaches, etc.
  - o Staff development needed to help teachers implement standards.
  - o Overview of next year's work (unwrapping standards and developing common assessments)

Current status:
Final Priority Standards have been identified in all core and encore areas for each grade level. These completed Priority Standards provide the foundation of aligned practices that will enable us to address Strategy IV and ultimately achieve our District mission.

Next Steps for 2011-12
- Utilize Strategic Plan Meeting times to have each sub-committee unwrap their prioritized standards and develop common assessments tied to the standards.
- Conduct cross sub-committee meetings with Reading, Language Arts, Social Studies and Science middle school teachers working together 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.
- Determine how priority standards will be shared with all District 64 teachers.
- Determine a timeline indicating when priority standards in each subject area 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.

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

June 13, 2011 Status Report

- **Thursday, April 14, 2011**
  Conducted meeting with all principals and a representative from the District's online application service provider, General ASP. The meeting focused on the application tool that will be used to help screen new certified teacher candidates for differentiation experience in student learning and instruction.

- **Week of June 27, 2011**
  An administrative committee made up of central office administrators and principals will meet to finalize the questions for the interview process on the application system that will be used starting this summer. The application screening tool has been updated in our system to include the experience questions.

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

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

Leader: Diane Betts
Assist: Lynne Farmer, Staff Development Committee

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

Leader: Diane Betts
Assist: ESC Team

June 13, 2011 Status Report

These three Action Plans are all related to staff development supporting differentiation of instruction and have not been specifically addressed this year. Until we have clearly defined our expectations via establishment of the Priority Standards and determined how to assess these standards via common assessments, we did not feel it was fruitful to focus on this component of the Strategy. Information from the common assessments will be used to drive the content of differentiated instruction. Also, in consideration of the change protocol and the many different instructional expectations that are stemming from the Strategic Plan, we believe that a focused emphasis on staff development connected to differentiation needs to be paced more slowly given the impact on classroom teachers and the District budget.

Next steps in 2011-12
- Survey staff to assess staff development needs related to differentiation of instruction
- Explore various means to address needs, including possible use of instructional/differentiation coaches
- Prepare for infusion of staff development in 2012-13

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

June 13, 2011 Status Report

Steps accomplished in third trimester:
Diane Betts and sub-committee leaders began to discuss the concept of common assessments linked to the new priority standards, where current assessments might fit into this and how these assessments will be developed.

Next steps in 2011-12
- Now that the Priority Standards have been 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 (September 27, 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   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

June 13, 2011 Status Report

Steps accomplished in third trimester:
- **April 21, 2011 Strategy IV Leaders Meeting**
  Diane Betts worked with sub-group leaders to analyze the level of rigor, critical thinking, creative expression and/or problem solving embedded in the priority standards. The group also 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.

- **Sixth Strategic Plan Meeting: Wednesday, May 18, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  As sub-committees worked to finalize the prioritized standards they discussed and identified areas of the standards that will elicit more rigor in student learning. Sub-committee members also discussed where and how higher level thinking skills, creative expression and problem solving was embedded in the standards and what implications this would have on instruction.

Next steps in 2011-12:
- During the September 27, 2011 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.
- Sub-committees will be asked to focus on how higher level skills, creative expression, problem solving, as well as the integration of technology and civil behavior can be fostered in instruction and measured through common assessments.

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

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

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

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

June 13, 2011 Status Report

Steps accomplished in third trimester:

- Students in 2nd-5th grade took the Math Concepts and Application assessment (M-CAP) again this 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. We now have a full year's worth of M-CAP data to analyze for patterns and gaps in instruction. Class reports from this assessment are shared with principals and teachers. In addition, teachers have been encouraged to conduct an item analysis of the test to look for strengths and weaknesses in particular mathematical concepts.
- All students in K-5th grade were administered the Harcourt running record reading assessment again this spring to determine their current guided reading level and to identify specific areas for instructional focus. This information will be passed on to next year's teacher so that differentiated instruction can begin as soon as possible. Students guided reading levels will be tracked over time in the Inform data warehouse system.
- In the area of assessing student behavior and social/emotional needs, all 1st-8th grade students were assessed using SSIS. Data from this assessment was inputted into AIMSweb (an on-line data tracking system). Staff training was provided for administering this assessment on-line and using the behavior tab on AIMSweb to develop and track interventions for students in need of more social/emotional/behavioral support.
- 3rd-8th grade students took the District 64 Climate Survey or the Illinois Youth Survey to assess student perceptions regarding bullying and other social-emotional indicators. We analyze this information over time to determine any weaknesses in our core civil behavior efforts.
- Student achievement data from our spring ISAT, MAP, DIBELS, MCAP and the Harcourt Reading Level Assessment will be 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.
- Reports from AIMSweb showing information for a class and/or grade level group of students' achievement in math, reading and social/emotional development are generated and shared with principals and teachers.
- Similar reports have also be generated showing student performance on MAP Reading and Math assessments.
- Literacy, Instructional Resource as well as classroom teachers have continued to use assessments from AIMSweb to frequently monitor individual student progress and make adjustments in instruction.

- The RtI Leadership Team developed guidelines that have been shared with all teachers for building level (QIT) and grade/team level analysis and use of data from multiple sources.
- The RtI Leadership Team also developed beginning plans for using data to address and plan interventions for K-5 students in math next year.

Next steps in 2011-12
- 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 is going to be addressed through the priority standards identification process, revisions to existing curriculum, changes in instructional practices and/or staff development opportunities.
- Principals will receive additional training at the June 16, 2011 Summer AC Training on helping teachers to analyze and use data at grade/team level problem solving meetings.
- Principals and QIT's will become more familiar with the Illinois Interactive Report Card site and use the information provided in their building analysis.
- Two staff members will attend the two day Inform Institute to gain additional knowledge of how Inform can be used to track data and plan for student support.
- Principals and QIT team members will receive training on the INFORM data warehouse system later 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.
- Additional training on a new RtI feature in Inform will be provided to Literacy and Instructional Resource teachers next year.
- Study Island, an on-line student learning support program, will continue to be made available to all 3rd – 8th grade students to use in class or at home next year. This program provides differentiated support on essential reading and math skills.
- We will explore use of a Study Island placement test tied to new Common Core Standards to examine where our students may achieve in relation to the new Common Core Standards in math.
- We will utilize the services of our core curriculum specialists and other teacher leaders to develop/improve skills for coaching teacher teams in the use of data to inform instruction.

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

June 13, 2011 Progress Report

Steps accomplished in third trimester:

- All District administrators worked 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.
- As implementation activities have proceeded, each Strategic Plan committee has been 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.
- Additional training is planned for the June 16 Administrative Council workshop on using the change protocol as an important management tool. A 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.

Next steps in 2011-12
The topic of "change" has been identified as one focus area for the first teacher Institute Day on Friday, August 19. Mindful of the change protocol, an important goal will be to continue supporting and preparing staff for changes as the *"Journey of Excellence"* moves forward, and to help view the change process itself through the lens of the District's ongoing civil behavior initiative. Aspects of this theme are expected to be incorporated in other ways and at other occasions through the year.

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

Board of Education discussion 4-26-10

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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	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 Petroline	▪ Finalize scope and sequence of technology skills ▪ Identify and/or develop learning activities and projects that technology skills can be integrated with ▪ Develop assessments to measure tech skills ▪ Determine equipment and on-line resource needs for delivering curriculum	Fall 2010 – Expand Tech Action Team comprised of teachers, technologists and community members and begin work June 2011 – Complete curriculum and assessments	Funds will be used to pay substitutes to release teachers to work on curriculum development and to purchase necessary equipment and on-line resources to consistently deliver curriculum.
2	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 Petroline	▪ Establish minimum levels of staff proficiency needed to implement new curriculum ▪ Survey staff on current levels of proficiency ▪ Develop staff development plan to support teachers in acquiring technology proficiency	Spring 2011 – Tech Action Team determines specific proficiencies, develops and administers survey Summer 2011 – Plan staff development opportunities for 2011-12	Funds will be used to pay substitutes to release teachers to work on staff proficiencies and staff development plan.
3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium. **Leader: TERRI BRESNAHAN** **Assist:** ESC Team	▪ Determine staffing needs to support implementation of new curriculum ▪ Develop job responsibilities for technology coaches	Spring 2011 – Plan for technology coaches	(Funds to employ technology coaches will not be needed until 2011-12.)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District. **Leader: GERRY BERKOWITZ** **Assist:** Terri Bresnahan	Complete the purchase and installation of network infrastructure upgrades	Winter 2011 – Purchase and begin installation of equipment	(Funding will be drawn from District 2010-11 technology budget and private donation; the remainder is included in this strategic plan budget 2010-11.)

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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 Petroline	■ Investigate, design and staff the committee ■ Develop a review and monitoring procedure for implementation of new technology curriculum	Winter 2011 – Form committee and define committee's responsibilities Spring 2011 – Develop procedures for review and monitoring	Funds will be used to release teachers serving on TIC.
8	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	■ Investigate, design and staff the committee ■ Develop a procedure for investigating new technologies ■ Determine how and when to communicate ideas to Board and TIC	Spring 2011 – Begin development of committee	No funds required.
				TOTAL STRATEGY I: $125,000

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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
1	K-2, 3-5 and 6-8 committees will begin to create developmentally appropriate formats and procedures for student goal setting	Fall 2010 - Form committees and define committees' responsibilities Winter & Spring 2011 – Committees develop format for goal setting	Funds will be used to pay substitutes to release teachers to work on goal setting format.
	Grades K-2 students will set goals with adult guidance. Leader: Marcy Canel		
	OVERALL LEADER: **Tim Gleason**		
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. Leader: Kim Nasshan		
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. Leader: Tim Benka		TOTAL STRATEGY II: $15,000

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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,**	▪ Inform community about strategic plan ▪ Establish a District/Community team ▪ Identify current partnerships ▪ Conduct focus groups	Winter 2011 – Begin to develop District/Community team Spring 2011 – Conduct focus groups	Funds will be used for meeting expenses and publications.
3	Improve the collaborative relationship between District 64 and families who do not speak English. **Leader: KATHY NELSON** **Assist: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh**	▪ Conduct needs assessment ▪ Utilize available technologies to begin offering communications on website in Polish and Spanish	Spring 2011 – Begin work to determine needs and possibilities	Funds will be used to conduct needs assessment and purchase resources for translation.
				TOTAL STRATEGY III: $5,000

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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	Establish Power 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 – Kathy Creely Social Studies – Vicki Mogil Science – Kevin Dwyer Encore – Lynne Farmer	▪ Establish working groups for identifying Power Standards in each curriculum area and provide training ▪ Begin working on identifying Power Standards ▪ Revise curriculum brochures and website	Fall 2010 – Determine who will work in each curricular area and provide training Winter & Spring 2011 – Committee works on identifying Power Standards Summer 2011 – Prepare to share Power Standards with parents & community	Funds will be used to pay substitutes to release teachers to work on identifying Power Standards.
2	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	▪ Establish hiring standards for differentiation ▪ Adapt hiring practices to recruit candidates with strong backgrounds in differentiation	Winter 2011 – Establish hiring standards for differentiation and make changes to application, interview questions, etc. Spring & Summer 2011 – Utilize new hiring practices for differentiation	Funds will be used to revise District on-line application process.
3	Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation. **Leader: DIANE BETTS** Assist: Lynne Farmer, Staff Development Committee	▪ Plan staff development to provide an overview of differentiated instruction ▪ Develop staff survey to assess specific staff development needs for differentiation	Spring & Summer 2011 – Plan staff development that will be provided in 2011-12	None.
4, 5	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	▪ Determine staffing needs for peer coaches to support implementation of differentiation ▪ Develop job responsibilities for differentiation coaches	Spring 2011 – Plan for differentiation coaches	Differentiation coaches will not (Funds to employ differentiation coaches will not be needed until 2011-12.)

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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**	Develop common pre and post assessments for Power Standards as they are identified	Fall 2010 – Train curriculum committees how to develop common assessments as part of the Power Standards work Winter & Spring 2011 – Committees works on developing common assessments	No additional funds will be needed to develop common assessments as part of the Power Standards project.
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day. **Leader: REPEAT SAME AS #1**	Incorporate critical thinking, creative expression and problem solving into the development of Power Standards and common assessments in each curricular area.	Winter & Spring 2011 – Committee works on incorporating these as part of Power Standards work	No additional funds will be needed to develop as part of the Power Standards project.
11	Use data over time as an indicator for instructional change. **Leader: LYNNE FARMER** **Assist: Curriculum specialist** **Kathy Ross, building principals**	▪ Provide additional training on data analysis ▪ Establish District and school improvement goals for the year based on multi-year data ▪ Help grade level teams and departments set improvement goals based on beginning of the year student data	Summer 2010 – Provide training on data analysis for building QITs Fall 2010 – Support QITs and grade level teams and departments in development of improvement goals	Funds will be used to provide release time for training and support.
			TOTAL STRATEGY IV: $40,000

Park Ridge-Niles School District 64
Strategic Plan 2010-11 Leadership

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: Kim Nasshan, all AC members**	▪ Develop specifics of change protocol ▪ Utilize change protocol to plan implementation of each strategy ▪ Introduce Strategic Plan and work that needs to be accomplished using change protocol	Summer 2010 – Finish development of change protocol Fall 2010 – Communicate strategic plan to all stakeholders and engage involvement in 2010-11 Strategic Plan work	Funds will be used for publications and resources related to communications efforts.
			TOTAL STRATEGY V: $10,000

TOTAL BUDGET AUTHORIZED FOR ALL 2010-11 WORK: $195,000

7

2010-11 Celebrate our achievements

Journey *of* **Excellence**

Strategy I – Technology

- Created tech-rich activities for students based on scope & sequence and National Educational Technology Standards (NETS) for students
- Reviewed staff needs for tech professional development
- Technology Implementation Committee (TIC) created tech coaching pilot proposal, staff survey
- Network infrastructure upgraded
- Independent tech audit underway

Strategy IV – Student Learning

- Identified priority standards for all core and encore areas in all grade levels
- Embedded critical thinking, creative expression & problem-solving skills in the standards
- Began to integrate technology, the "Great 8 Learning Strategies" & civil behavior into the standards
- Added new teacher application screening tool for differentiation

Strategy III – Partnership

- Laid plans for community and staff awareness outreach on service learning
- Planned survey of families on language translation needs

Strategy V – Change Protocol

- Built awareness of the checklist as a handy tool for planning change

Strategy II – Student Goals

For grade levels bands:
- Identified target behaviors in the areas of academics, civil behavior, talents & interests
- Explored "SMART" goals
- Reviewed other districts' goal-setting
- Created goal-setting templates for pilot

A look ahead to 2011-12

Journey of **Excellence**

Strategy I – Technology

- Committee members begin to implement tech-rich activities for students and develop assessments based on scope & sequence and NETS
- Use staff survey data to guide professional growth opportunities
- Establish minimum tech usage guidelines based on NETS for teachers
- Implement and assess the tech coaching pilot at three schools
- TIC: reviews policies related to tech usage in the District for staff & students; recommends hardware/software purchases for 2012-13
- Plan for infrastructure and tech support based on audit

Strategy IV – Student Learning

- "Unwrap" identified priority standards & develop common assessments for all core & encore areas in all grade levels
- Develop a timeline for implementation of priority standards & plan for staff development needs
- Survey staff on differentiation & determine staff development needs

Strategy III – Partnership

- Outreach to community and staff about service learning
- Plan for pilot with volunteers in 2012-13
- Expand language translation services based on family survey

Strategy V – Change Protocol

- Use checklist to plan for changes initiated in all strategies

Strategy II – Student Goals

For grade levels bands:
- Committee members pilot goal-setting with students in the areas of academics, civil behavior, talents & interests
- Develop age-appropriate student goal-setting formats
- Investigate tools to monitor goals
- Determine how parent-teacher conferences incorporate student goal-setting