

To: Board of Education

From: Philip Bender, Superintendent

Date: July 8, 2013

Re: Year-End Progress Report on 2012-13 District-Wide Priorities and Strategic Plan Activities

The 2012-13 school year was the third year of implementation for the District 64 Strategic Plan, which was originally adopted by the Board of Education in May 2010. (Attachment 1) The plan was named a “Journey of Excellence” to acknowledge that implementation would require a minimum of five years.



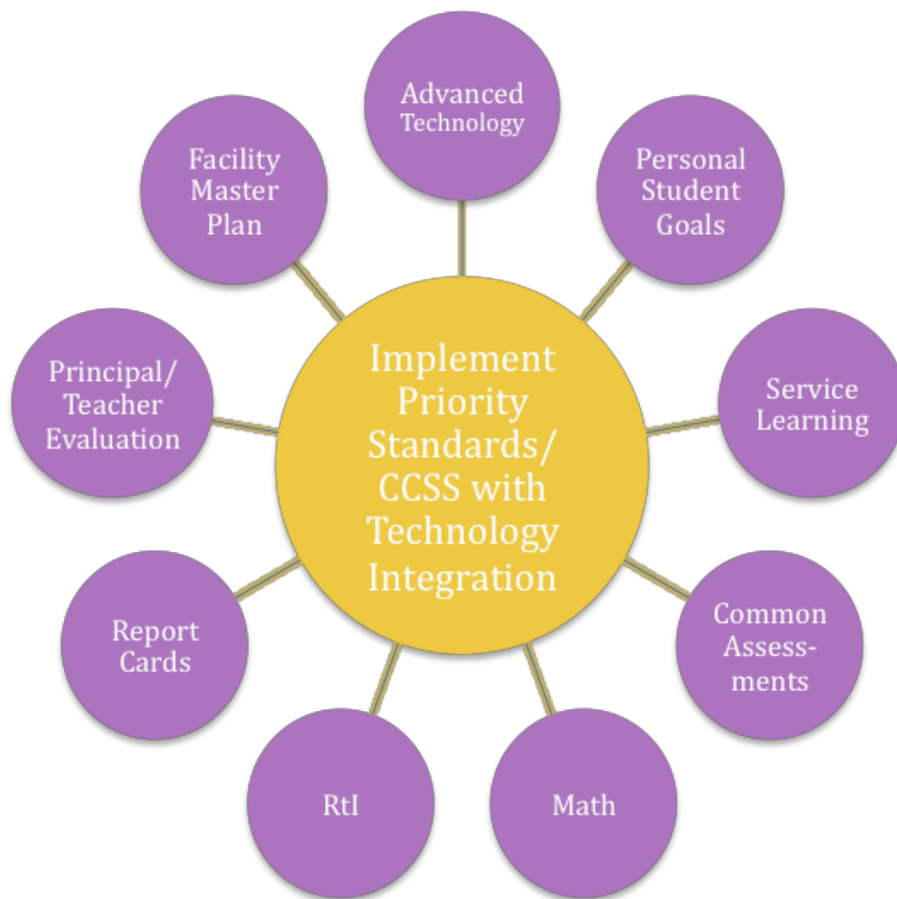
Based on the substantial progress made during the first two years, Strategic Plan activities for 2012-13 were focused largely on implementation and were clearly embedded within the District’s key initiatives described below.

District-Wide Priorities for 2012-13

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

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

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



Placed at the center of the illustration, **the main priority for all staff this year was the implementation of the Priority Standards/Common Core State Standards (CCSS) with technology integrated into the instruction of these standards, and the professional development needed to support this work.** Nine other important focal points are arranged around this center.

A summary of the progress accomplished in 2012-13 is shared below. As scheduled, Strategic Plan activities were in various stages of progress, with some just beginning and others actively being implemented. (Attachment 2)

In addition, an overview of plans for 2013-14 also is included as we move into the fourth year of implementation.

► Implement Priority Standards/CCSS with Technology Integration ◀

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

- First, the collaborative structures required to complete the work were shifted to maximize the District's investment in job-embedded professional development through the Instructional Technology Coaches, Curriculum Specialists, and Department Chairpersons.

- Second, the nature of the work itself has changed. Having completed the identification of priority standards in large Strategic Plan strategy committees, we focused on their implementation in the classroom. Instead of requiring the “all in” participation of all staff and administrators to serve on individual Strategic Plan committees, we enlisted an “all in” commitment to this implementation effort. Smaller, more focused sub-committees utilized release time to support all staff with planning, instruction, and assessment.

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

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



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

2011-12 Stage 1: Introduction

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

2012-13 Stage 2: Early Implementation

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

Year-End Update

Our collaborative efforts resulted in the following accomplishments:

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

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

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

▪ **Kindergarten Curriculum Review Committee**

The Kindergarten Curriculum Review Committee is comprised of teacher representatives from Kindergarten and the Literacy Program. Over the course of the school year, the team met to review recommendations for curriculum expectations and pacing based on the Common Core State Standards. Committee members annotated their students' progress related to these expectations each trimester. At the end of the school year, the Committee reviewed student performance data and finalized Kindergarten literacy expectations by trimester.

- **Reading Committee**

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

- **Reading Professional Development Team**

The Reading Professional Development Team was formed this year and consists of the elementary Library Information Specialists, the elementary Instructional Technology Coaches, and one representative from each grade level K-5. This team was charged with presenting professional development modules for all grade-level teachers responsible for literacy instruction. Modules were presented on a January Staff Development Wednesday, at our February Staff Development Day, and on a March Staff Development Wednesday. The modules provided teachers with a comprehensive explanation of the standards as well as instructional activities that support the standards. They addressed the three shifts in English Language Arts instruction required by the CCSS as well as explicit strategies for supporting higher-level comprehension. The Instructional Technology Coaches, Library Information Specialists, and Language Arts Curriculum Specialist provided job-embedded coaching for the implementation of these activities.

Supporting the Transition to the Math Common Core Standards:

- **Math Curriculum Review Committee**

The District Math Review Curriculum Committee is comprised of grade-level representatives from each school in the District in addition to representatives from Instructional Resource, Channels of Challenge, and the Principal Team. This year, the goals of the committee were threefold: 1) Approve recommendations for small refinements to the District 64 Math Priority Standards, 2) Identify math curriculum materials for potential adoption, and 3) Make recommendations about current math assessments and progress-monitoring tools.

Key elements of the committee’s work this year included:

- A comparison of the District 64 Math Priority Standards to the PARCC Assessment Framework was completed, which offers insight into the focus of this new assessment. The Math Curriculum Review Committee made recommendations about changes to the Math Priority Standards and shared this information with staff at spring and summer professional development sessions related to the new math materials.
- The Math Curriculum Review Committee implemented a comprehensive process to review the alignment of math curriculum materials to the Common Core State Standards for Mathematics and to make a final recommendation for materials

adoption. Three alignment tools developed by the CCSS Mathematics Curriculum Analysis Project were used to evaluate potential materials for adoption. The CCSS Mathematics Curriculum Analysis Project is led by a national team of educators with expertise in mathematics, mathematics education, and school administration. The tools are designed to provide educators with objective measures and information to guide their selection of mathematics curriculum materials based on evidence of the materials' alignment with the CCSS. Tool 1 provides information about the degree to which specific topics are incorporated appropriately at each grade level. Tool 2 focuses on the extent to which the Standards for Mathematical Practice are embedded and integrated in the curriculum materials. Tool 3 focuses on the extent to which mathematics curriculum materials address considerations related to equity, assessment, materials, and technology. The Math Curriculum Review Committee recommended two programs for adoption, both of which are published by McGraw-Hill: My Math (K-5) and Glencoe Math (6-8). The Board approved the adoption this spring for the 2013-14 school year.

- The Math Curriculum Review Committee recommended that the District continue with current progress-monitoring tools to measure the growth of struggling students in math. The Committee also recommended exploring the use of the STAR Math assessment to inform instruction for students participating in interventions.

- **Math Grade-Level Professional Development Committee**

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

Plans for 2013-14 (Stage 3: Supplemented Implementation)

The work of the BATC plays an integral role in the implementation of the CCSS/Priority Standards. For 2013-14, the BATC will continue its research on devices

and the impact of technology on student learning. Any possible technology models that might be considered by the BATC will be aligned with the goal of supporting the CCSS/Priority Standards and the work of current curriculum committees.

Our Curriculum Specialists and Department Chairpersons in English Language Arts and Mathematics will continue supporting teachers as students transition to the CCSS. This support is important for intermediate and middle school students who are transitioning to the CCSS later in their elementary school careers.

In 2013-14, we will expand our focus in English Language Arts to the area of Writing. Committee work at the K-5 level has begun this summer and representatives from the Middle School Language Arts Department are attending summer professional development to share with colleagues this fall. Extensive support will also continue for the implementation of the new math materials. Professional development will focus not only on the Content Standards and Mathematical Practices, but also on the integration of technology to support student learning.

2014-15 Stage 4: Full Implementation

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

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

► Advanced Technology ◀

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

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

Year-End Update

Major accomplishments for the 2012-13 school year include:

- **Technology Implementation Committee (TIC)**
 - TIC is a long-standing committee developed as part of the Strategic Plan in 2010-11. It consists of teachers, Instructional Technology Coaches, technologists, and administrators that meet several times throughout the year.
 - This committee continued to serve as a sounding board for technology initiatives in the District, including equipment purchases and usage.
- **Google Apps for Education**
 - This system for communication and collaboration among staff, students and parents was implemented throughout the District. (Strategic Plan/ Action Plans 4 & 5) Google Apps for Education has been made available to all staff and is now the District's sole platform for email.
 - Many teachers also worked this year to utilize Google Apps for Education with their students. In various classrooms in grades 2-8, students have access to their own accounts through secure logins to collaborate, create, and share digital documents.
- **Instructional Technology Coaching**
 - Background:
 - Researched as a model for professional development by the original Technology Action Team as part of the Strategic Plan.
 - In 2011-12, Technology Coaching was piloted in 3 of the District's schools: Franklin, Roosevelt and Lincoln.
 - In 2012-13, the model was expanded to all buildings, grades K-8.
 - Vision:
 - The vision for this model is to provide job-embedded professional development to meet the individual needs of teachers as they learn to effectively integrate technology. Using the National Educational Technology Standards (NETS) as a framework, the Instructional Technology Coaches focused on:
 - Goal setting with teachers
 - Co-teaching
 - Co-planning
 - Modeling
 - Additionally, ITCs spend time conducting research and development, participating on curricular committees, and supporting District-wide initiatives.
 - In the 2012-13 school year, the ITCs provided a combined total of:
 - 4,132 hours of 1:1 /small group professional development
 - 249 hours of whole group professional development
- **Board Advanced Technology Committee (BATC)**
 - The BATC was formed to advise and alert the Board of Education about advanced technology issues. This committee developed a clear understanding of how technology supports teaching and learning and

researched how to leverage technology to help all students in District 64 achieve success.

- The committee met as a whole group on January 10, January 29, and March 11 to conduct their work. Additionally, members collaborated online through a Google site and conducted site visits and other research through smaller sub-committees.
- The first formal presentation to the Board took place on April 8 followed by additional presentations and reports on April 22, May 6, May 20, and June 10. Based on the recommendations from the BATC, the Board approved infrastructure upgrades, 675 Chromebooks, 84 SmartBoards, and 70 iPads for 2013-14.
- For complete details of the work of the committee and materials presented to the Board, please visit: <https://sites.google.com/a/d64.org/batc-recommendation/>

Plans for 2013-14

The District will focus on the following for the coming school year in the area of technology:

- Providing opportunities for exposure and exploration of the new Chromebook devices in each building to gain a better understanding of their impact on teaching and learning throughout the District.
- Increased access to iPads for grades K-2, with continued access for grades 3-8.
- Sustained professional development through the Instructional Technology Coaches to support the implementation of new SmartBoards, Chromebooks, and use of Google Apps for Education.
- The Board Advanced Technology Committee will continue its work to research and explore options for 1:1 computing for students to fulfill its goal of providing equitable access to all students for anywhere, anytime 21st century learning. The committee will review policies, collect data, and continue to articulate with District 207 to best prepare our students for their future.
- Aligning technology and student learning with a focus on formative assessments, differentiation, inquiry-based learning, flipped classrooms, and the integration of the NETS with the CCSS.
- Utilizing technology resources, such as SmartBoards, iPads, and Chromebooks, to support the implementation of the new math materials.
- Continued monitoring of infrastructure to support teaching and learning, as well as productivity for all staff. This will include collaboration with the Facility Management Department to align infrastructure needs with any upgrades to buildings. Telecommunication needs will be explored further as part of this process.

► Personal Student Goals ◀

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

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

Year-End Update

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

Student goal setting was addressed in the April workshop, "Seven Strategies of Assessment for Learning." The workshop was attended by Curriculum Specialists, Department Chairpersons, Instructional Technology Coaches, and representatives from each building. This workshop explored how formative assessment can teach students to self-assess and set goals, and prepare students to reflect on, track and share their learning. This workshop will also inform our work with common assessments (see below).

Plans for 2013-14

The work products which have been shared on the District 64 Staff Portal (intranet) will be highlighted with staff at the beginning of the school year. Student goal-setting will continue to be explored as an element of formative assessment through subject area professional development and additional professional development on formative assessment.

Service Learning

This focus area carries forward the Strategic Plan Strategy III/ Action Plans 1 and 2. The strategy states: *We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.*

Year-End Update

The efforts this year have included:

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

- Presentation and discussion with the District's Curriculum Team in January to present the service learning model and build understanding of the opportunity to embed service learning in new CCSS curriculum units.
- The Steering Committee with representatives from each school met in May to share reports and materials on service learning projects already underway and identify ways to build further awareness and understanding among teachers about best practices. The Service Learning page on the Staff Portal will be expanded as teachers share their projects using the common planning form, which is being made into a "live" form for easy access.

Plans for 2013-14

Activities in the coming year will continue focusing on building a base of local, District 64 service learning project information for all teachers to access, and on building connections with the community. The Steering Committee also will continue to provide a building-based resource on service learning. School administrators will continue to seek ways to encourage teachers to fortify community service projects whenever possible into richer service learning experiences for students. A presentation also is planned for the PTO/A Presidents' group.

Common Assessments

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

Year-End Update

The focus of 2012-13 was on developing knowledge of the Priority Standards/CCSS and designing instruction, supported by technology, which enables students to master these standards. As individual teachers and teams designed instructional activities, they implemented assessments to measure student progress. These activities will inform our future work of designing common assessments for implementation across grade levels and teams. Rather than accomplishing this task this year as scheduled, we devoted additional time to building a deep understanding of the standards. We will begin to address common formative assessments next year.

In April, the Curriculum Specialists, Department Chairpersons, Instructional Technology Coaches and representatives from each building attended a one-day workshop, "Seven Strategies of Assessment for Learning," designed to deepen participants' understanding of how assessment for learning can be woven into daily teaching activities to strengthen instruction. Powerful formative assessment helps students develop a clear vision of the intended learning, provides descriptive feedback effectively and efficiently, teaches students to self-assess and set goals, and prepares students to reflect on, track and share their learning. This workshop will inform our

work with personal student goals (see above). It will also support the development of common assessments across teams and grade levels.

Plans for 2013-14

The Curriculum Specialists and Department Chairpersons will continue to review and refine our District's current common assessments, the Educational Ends, which are comprised of both standardized and locally developed assessments. Additional staff development will be provided within specific content areas to help teachers further understand the role of formative assessment in the differentiation of instruction. Technology plays a critical role in the formative assessment process and will be included in this staff development. Technology enables teachers to quickly administer, collect, and analyze data in order to tailor instruction to student needs.

► Math Curriculum Review Committee ◀

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

► Response to Intervention (RtI) ◀

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

Year-End Update

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

To customize professional development for each school, the Elementary RtI Leadership Team was reconfigured this year into five, building-based teams. These teams established school-specific action plans and collaborated with District Curriculum Specialists, the Assistant Superintendent of Student Learning, and the Director of Special Education/Pupil Services to achieve their goals. While each elementary school's goals are unique, all address challenges related to: differentiation, eligibility for intervention, intervention design, data collection, progress-monitoring and scheduling.

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

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

Plans for 2013-14

Next school year, building-based elementary RtI teams and the Middle School RtI Leadership Team will support schools with two goals:

1. Establishing a process that enables teachers to collect baseline data, identify student goals, implement an intervention with fidelity, refine the intervention based on data, and determine a student's eligibility for additional intervention
2. Documenting interventions in INFORM, a district-wide data base that enables teachers to review customized interventions and student performance data for individual students and sub-groups

In consultation with other curriculum committees, the RtI Teams will also recommend an assessment plan at the end of the 2013-14 school year that includes a consistent universal screener at each grade level and progress-monitoring tools for reading comprehension.

Report Cards

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

Year-End Update

This committee is scheduled to be established in Fall 2013. The later timing is the result of our focus on identifying Priority Standards/CCSS and understanding their implications for instruction.

Plans for 2013-14

At the start of the 2013-14 school year, a grades K-8 District 64 Report Card Committee will be formed, and will be tasked to develop an understanding of the differences between a traditional report card and a standards-based report card. The committee also will create an action plan for its future work.

► Principal/Teacher Evaluation ◀

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

Year-End Update

- The new Principal Evaluation System was successfully implemented, meeting all of the new state rules and timelines. The administration will be using the data from this 2012-13 school year to assist in the 2013-14 goal setting process. A full review of the process is underway to determine if changes need to be implemented in the evaluation process.
- The District successfully instituted a new, four-tier evaluation rating system (Excellent, Proficient, Needs Improvement and Unsatisfactory) for all teachers evaluated in the 2012-13 school year. This new rating system was a critical component in meeting the new Reduction in Force (RIF) procedures as defined by the newly implemented educational law. The District used the new four-tier rating system to determine the order in which staff were RIF'd at the April 2013 Board of Education meeting.
- All District 64 administrators responsible for evaluating staff passed the five mandated evaluation training modules by the State imposed deadlines.

Plans for 2013-14

The District's Evaluation Committee, comprised of staff and administrators, will meet this fall to begin the process of analyzing the changes needed to be in compliance with the new Performance Evaluation Reform Act to be instituted in the fall of 2016.

► Facility Master Plan ◀

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

District 64 began work in 2011-12 on a Facility Master Plan to provide a framework to manage facilities, and to plan and budget for the full range of building maintenance needs going forward. During 2012-13, the focus was on the priority projects defined in late 2011 at Carpenter, Franklin, Lincoln and Field schools, and on exploring the financing alternatives for this work.

Year-End Update

- Administration together with architects Fanning Howey facilitated extensive Board discussion through the year to consider and move forward on work at Carpenter, Franklin, Lincoln and Field schools authorized for summer 2013.

- In fall 2012, the Board heard presentations on alternate financing mechanisms, including performance contracting, to consider its applicability to District 64's projects.
- During the year, the Board also received two, in-depth reports from a Community Finance Committee study group on borrowing options, which reviewed the financial impact of various scenarios.
- With the transition to a new Board in May, the Board received a comprehensive review of the Facility Master Plan process from architects Fanning Howey and an update on the items needed to complete the original Master Plan study, such as an educational adequacy study and technology review.
- During a recent Committee-of-the-Whole Work Session on revenues, the Board also received a current analysis of potential bonding scenarios from William Blair.

Plans for 2013-14

The key activities now foreseen for the coming year include:

- Monitoring the successful completion of projects undertaken in summer 2013 at Carpenter, Franklin, Lincoln and Field schools.
- Deciding whether to move forward with additional studies to complete the Facility Master Plan.
- Considering whether to move forward with Phase II at Field School, how such work would be financed, and the timing of the project for summer 2014 and/or future years.
- Reviewing the existing District-wide Maintenance Plan (from December 2011) to develop a schedule for additional projects currently identified in the plan, and to determine financing for the work.
- Determining if additional study on security enhancements should be undertaken at each school, and implementing any subsequent recommendations.

Summary and Next Steps

Strategic Plan activities are now clearly embedded within the District's key initiatives. Based on the substantial progress made during the first two years, our collaborative structures and the nature of our work shifted in 2012-13. The District's main priority for all staff in 2012-13 was the implementation of the Priority Standards/CCSS with technology integrated into the instruction of these standards.

To succeed, teachers received professional development and assistance with how to infuse instruction that leads students to develop deeper and more cognitively complex skills in:

- critical thinking
- problem formulation as well as problem solving
- interpretation
- communication
- creative expression and development of innovative ideas

- research, and
- the use of technology.

This is what educating the whole child in the 21st century must be about; our activities this year were focused on achieving this mission.

As we move into the fourth year of the Strategic Plan in 2013-14, we continue to shift more heavily into implementation of strategies and plans as described in detail above. We will plan to report to the Board on these activities twice during the year. In addition, administration and the Board will want to begin preliminary discussion in 2013-14 of the timing for a “refresh” of the Plan itself, which would reflect both the many changes that have occurred in the environment in which we operate and the progress that has been made in implementing the current plan. District 64 has a long history of bringing all stakeholders together to create its strategic plan; the current plan was created using Cambridge Strategic Services. We anticipate working with the Board during the coming year to consider how to move forward with strategic planning to guide our schools as we enter the second half of this decade.



Park Ridge-Niles School District 64 Strategic Plan

Journey of Excellence

Mission

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths, and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

We believe that...

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

Objectives

- All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.
- Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents and interests.

Strategies

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

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

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

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

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

Parameters

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

Adopted by the Board of Education May 10, 2010

Park Ridge-Niles School District 64
"A Journey of Excellence" – Strategic Plan Implementation Schedule 2012-13

Attachment 2

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15 PARCC
1. Accelerating the Use of Advanced Technology	1 Curriculum scope & sequence		Pilot			
	2 Staff proficiency standards					
	3 Resources/peer coaches		Pilot			
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implementation Comm)					
	8 BATC (Bd Adv Tech Comm)					
2. Model for Personal Student Goals	1 Grades K-2		Pilot	Pilot		
	2 Grades 3-5		Pilot	Pilot		
	3 Grades 6-8		Pilot	Pilot		
3. Collaboration within Our Partnership	1 Engage partners					
	2 Service learning			Pilot		
	3 Non English-spkg families					
4. Expectations for Student Learning and Instructional Practices	1 Develop Priority Standards/CCSS		Staff Dev	Staff Dev	Staff Dev	
	2 Hiring differentiation experience		Pilot			
	3 Staff dev on differentiation			Staff Dev	Staff Dev	
	4 Plan differentiation peer coaches					
	5 Implement differentiation peer coaches					
	6 Pre/post common assessments				Pilot	
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills		Staff Dev	Staff Dev	Staff Dev	
	10 Student progress reporting				Pilot	
	11 Data-driven instruction					
5. Support & Tools for Change	1 Utilize change protocol					
Existing Initiatives	Rtl: Math & Social/Emotional					
	Rtl: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curr					
	Teach learning strategies (all content areas)					
	Math Curriculum Review Committee					
	New principal/teacher evaluations			Principals		
	Orient new administrators					
	Facility Master Plan					
	MTSEP Dissolution					
	Conversion to Skyward					
	Contract negotiations					
	Board of Education orientation					