

To: Board of Education

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

Date: December 13, 2010

Subject: Strategic Plan Progress Report

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

### **Tentative Implementation Schedule**

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

This fall, work on nine action plans was initiated according to the schedule. This report, therefore, includes a status update on only these nine specific plans:

- Strategy I – Accelerating the Advanced Use of Technology: Plans 1 and 6
- Strategy II – Building a Model for Personal Student Goals: Plans 1-3
- Strategy IV – Expectations for Student Learning and Instructional Practices: Plans 1, 6, 9 and 11

### **Action Plan Progress**

Preparing staff to become involved in this work moved into high gear immediately following Board approval last May, and was carried forward as the new school year got underway in August. Staff members were given multiple opportunities in different ways to expand their understanding of the Strategic Plan, including several presentations, informal Q & A sessions, and a variety of printed and website materials. The three strategies involving teachers this fall were particularly emphasized. Following this outreach, all certified teachers were invited in September to rank their preferences for placement on one of the 12 committees related to these plans; 99% were accommodated in either their first or second choice.

As reported in memos to the Board on September 13 and October 12, and in verbal updates at other meetings, District 64 now is fully engaged in work on the strategic plan. All certified teachers, curriculum specialists and all administrators – about 400 employees in total – are actively involved in activities related to implementing these nine action plans.

The reports that follow detail the specific steps that have been accomplished thus far utilizing a combination of staff development Wednesdays, building meetings and the morning portion of the November 2 Institute Day. The high degree of planning and organization required to effectively utilize the expertise of our certified staff for this work will be evident in the reports.

### **Next Steps**

As we move into 2011, work will continue on these plans. As well, work will begin on several other action plans on the schedule. Ultimately, work on some aspect of all five strategies will be accomplished this year.

To continue guiding these efforts, the ESC administrative team will begin the first of several extended working sessions in early January. The team also will begin considering how work will be structured going forward on each action plan and the budget implications for 2011-12.

In addition, the Board on February 14 will be asked to give final approval for additional technology infrastructure (Strategy I, Action Plan 6), which was authorized as part of the 2010-11 implementation budget. The Board in May requested the expenditure be delayed until winter 2011, so that more information could be known about fall 2010 property tax receipts, expected future District 64 revenues, and state education funding.

The next detailed progress report is scheduled for April; interim updates will continue to be provided at regular Board meetings as work continues.

We believe staff understanding about the plan and the significance of the five strategies has grown tremendously as each individual has had an opportunity to make a personal investment in the "*Journey of Excellence*" through committee work this fall. This very positive start has given us a solid base to build upon as we continue to work through the action plans this year and into the future.

## **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 Petrolina (grades pre K-2), Dan Ophus (grades 3-5), Joel Martin (grades 6-8)

### **December 13, 2010 Status Report**

**Steps accomplished this year to date:**

- **First Strategic Plan Meeting: Wednesday, October 20, 3:00-4:00**
  - 104 Technology Committee members, including leaders, teachers, and technologists
  - Introduced purpose of the committee and the National Education Technology Standards (NETS) for Students
  - Developed committee norms
  - Separated into three sub-committees (grades PK-2, grades 3-5, and grades 6-8)
  - Shared timeline for the first three committee meetings
- **Second Strategic Plan Meeting: Wednesday, October 27, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - Met as three smaller sub-committees to begin to develop activities to integrate the NETS for Students and the Technology Scope and Sequence
  - Each group then broke into grade level bands for smaller group discussion
  - A template for developing activities was shared with each group
  - A Google Group was created for committee members to share resources and ideas
- **Third Strategic Plan Meeting: Tuesday, November 2, 8:15-11:00 a.m.**
  - The morning began as a whole group to clarify the purpose of the committee and to address any questions and concerns from the previous session
  - The committee broke into grade level bands again to explore and research technology integration activities
  - Each teacher completed a self-evaluation to determine his/her own technology proficiency level and list any barriers that stand in the way of accelerating the use of technology in District 64
  - Groups that were further along used the time to document activities that demonstrated technology integration with the curriculum
- **Technology Committee Leadership Meetings**
  - Committee leaders met prior to each of the above sessions to plan and coordinate activities for each group
  - Committee leaders also met after each of the above sessions to discuss feedback and determine future steps for Strategy I of the plan

## Next steps this year:

- **Planning for Next Strategic Plan Meeting**
  - Committee leaders and district technologists are working with teachers to gather samples of technology-rich activities currently being used throughout the District
  - One teacher per grade level will document a technology-rich activity and provide a demonstration (either live or via video) for the grade level sub-committee
  - The activities will be aligned with the NETS for Students and document which skills are addressed from the Technology Scope and Sequence
- **Fourth Strategic Plan Meeting: Wednesday, February 16, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - The committee will break into grade level and/or subject area groups to watch the sample lesson provided by a volunteer teacher
  - Teachers within each group will then work in groups of 2-3 people to develop and document activities that are aligned with the NETS for Students and the Technology Scope and Sequence
- **Fifth Strategic Plan Meeting: Tuesday, February 22, 8:15-11:00 a.m.**
  - The work from the fourth session will continue and by the end of this session, each group should have a bank of activities to collect that address the NETS for Students and the Technology Scope and Sequence at each grade level
- **Release Time**
  - A small group of representatives from each sub-committee will meet after the February 22 meeting to review the activities and to vertically align them
  - This process will ensure there are no gaps or overlaps in the skills and standards addressed by each activity
- **Sixth Strategic Plan Meeting: Wednesday, May 18 (Time to be determined)**
  - The plan for this final day will depend on the work accomplished in sessions four and five and the work completed by those during release time

## **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

### **December 13, 2010 Status Report**

#### **Steps accomplished this year to date:**

- Fiber optic network between schools was completed in spring 2010
- Switch upgrades were completed for Emerson, Field, Carpenter and Lincoln in summer and fall 2010

#### **Next steps this year:**

- Switch upgrades will be completed during the 2011 calendar year for ESC, Roosevelt, Franklin, Washington and Jefferson, if Board funding is released (tentatively scheduled for February 14 meeting)
- Wireless upgrades will be completed for ESC, Lincoln, Emerson, Jefferson and Field during the same time period, also pending Board funding approval
- Wireless access points will be upgraded at Carpenter, Roosevelt, Franklin and Washington during summer and fall 2011, also pending Board funding approval

## **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)

### **December 13, 2010 Status Report**

**Steps accomplished this year to date:**

- **First Strategic Plan Meeting: Wednesday, October 20, 3:00-4:00**
  - The entire 77-member committee met to receive general information on the process and history of how student goal setting became a strategic plan goal as part of District 64.
  - The task was defined for the committee, including a review of the action steps from the initial strategic planning committee.
  - The leadership team provided an initial assessment from the committee on goal setting challenges and potential solutions to those challenges.
  - Committee leadership is seeking forms/formats for student goal setting and best practices in this area.
- **Second Strategic Plan Meeting: Wednesday, October 27, 2:30-4:00 (6-8), 3:00-4:30 (K-2, 3-5) AND**
- **Third Strategic Plan Meeting: Tuesday, November 2, 8:15-11:00 a.m.**

#### **Grades K-2 Committee**

- Generating a list of target behaviors to develop goals around in the area of academics, civil behaviors, talents and interests.
- Looking at developmental milestones for goal setting. (For kindergarten, teaching goal setting to a classroom of students. By grades 1 and 2, students would take that skill to work with teachers and parents to make goals).
- The kindergarten group is going to teach what a goal is and have children set them by the end of the last trimester. (Actually, the action plan from grades 3-5 also fits with our group.) The children will develop the knowledge to understand what a goal means, and how we begin to look at setting goals as they progress from K-through grade 2. We discussed using the civil behavior, talents, and interests. They



can be looking at academic achievements by saying, "I want to spell better, read better," etc. This might be more developmentally appropriate for the end of first grade.

- Developmental readiness will play a huge role in how this is going to be structured. The students in kindergarten specifically will be more able to set goals in the areas of interests, perhaps a talent, and most definitely in "civil behaviors." Basically we were looking at a model that will: teach the vocabulary and how to use it; and develop a framework for applying the vocabulary for developmentally appropriate understanding in going up the grades.

### **Grades 3-5 Committee**

- Generating a list of target behaviors to develop goals around in the area of academics, civil behaviors, talents and interests.
- Discussing what a good goal looks like, including the use of Specific-Measurable-Attainable-Realistic-Timely (SMART) goals.
- Developing "mock goals" to practice creating SMART goals.
- Defining talents and interests and developing examples (as goal setting in this area is different than goal setting in academics).

### **Grades 6-8 Committee**

- Generating a list of target behaviors to develop goals around in the area of talents and interests (as goal setting in this area is different than goal setting in academics).
- Conversations continued on how goals can be set in this area.
- Discussing what a good goal looks like, including the use of Specific-Measurable-Attainable-Realistic-Timely (SMART) goals.

### **Next steps this year:**

- Finalize plans for fourth, fifth and sixth scheduled planning meetings.
- Leadership will gain information on how other school districts set goals.
- Committees, at each grade level, will finalize target behaviors for academics, behaviors, talents and interests towards making goal-setting templates.
- Grades K-2 will identify developmentally appropriate goal-setting formats for Kindergarten, Grade 1 and Grade 2 as student abilities and recognition of goal setting skills vary at these ages.
- Grade bands 3-5 and 6-8 will review responses by best practice research to inform planning toward a District 64 goal setting format:
  - Formats for academics and civil behavior goals will be reviewed toward pilot goal setting formats (for future school years).
  - Formats for talents and interest goals will be discussed toward pilot goal setting formats (for future school years).

### **Future planning:**

- Begin developing a format for student goal setting parent teacher/ conferencing
- Begin exploring electronic mediums for goal setting

## **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.*

**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

### **December 13, 2010 Status Report**

**Steps accomplished this year to date:**

- **Steps taken to prepare for Strategic Plan meetings with teachers:**
  - Established sub-group leaders for each core and encore area consisting of a building level administrator and a curriculum specialist, department chair or department liaison.
  - Utilized Larry Ainsworth, national expert on priority standards, to provide full day of training on October 12 for all administrators, curriculum specialists, department chairs and department liaisons on why it is important to identify priority standards and the process to use for prioritizing standards at each grade level. [See additional information in box following this section.]
  - Met with sub-group leaders to provide additional training and plan specific format for beginning Strategic Plan meetings.
- **First Strategic Plan Meeting: Wednesday, October 20 3:00-4:00 PM**
  - Met with 285 teachers involved in Strategy IV at Washington auditorium
  - Diane Betts provided overview of what priority standards are, why they are important and how priority standards will help us achieve our District's new mission.
  - The process that will be used to identify priority standards in District 64 was shared as well as the timeline of tasks for the first three committee meetings.
- **Second Strategic Plan Meeting: Wednesday, October 27 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - Teachers met in smaller curricular area sub-groups with their sub-group leaders.
  - Reviewed resources that will be examined in the identification of priority standards (new Common Core Standards, existing Illinois Learning Standards, existing grade level Learner Objectives, and Educational Ends)



- Reviewed process that would be used to identify priority standards
- **Third Strategic Plan Meeting: November 2 Institute Day 8:15-11:00**
  - Teachers met in smaller curricular area sub-groups and began working on identifying priority standards at each grade level.
  - Each sub-group was able to identify priority standards in at least 1-2 broad goal areas out of a possible 4-8 goal areas for their subject matter (i.e., Speaking & Listening is a Language Arts goal area; Geometry is a goal area for Math).
  - Some sub-groups were able to conduct a vertical alignment analysis of the identified priority standards to identify any gaps or redundancies in the standards.
  - A common format was used for each sub-group area to document their work.
- **Follow Up Meeting: November 12**
  - Conducted a follow up meeting with all sub-group leaders to review work accomplished to date, discuss effective ideas and practices used in meetings and plan next steps.

#### **Next steps this year:**

- **Planning for Next Strategic Plan Meeting**
  - Diane Betts will meet with sub-group leaders for each subject area to review priority standards identified to date for each grade level and plan how remaining Strategic Plan meeting dates and release time (if necessary) will be used to complete process by end of year.
- **Fourth Strategic Plan Meeting: Wednesday, February 16, 2:30-4:00 (6-8), 3:00-4:30 (PK-5)**
  - Each subgroup will review priority standards identified thus far, conduct vertical alignment analysis if not previously accomplished and discuss whether identified priority standards reflect critical thinking, creative expression and problem solving skills.
  - Sub-groups will continue identifying priority standards for other goal areas within their curricular area.
- **Fifth Strategic Plan Meeting: February 22 Institute Day 8:15-11:00 AM**
  - Sub-groups will continue identifying priority standards for other goal areas within their curricular area
- **February 22 - May 1**
  - Release time will be used if necessary for some sub-groups to complete identification of priority standards for each grade level.
- **Sixth Strategic Plan Meeting: Wednesday, May 18 (Time to be determined)**
  - The plan for this final day will depend on the work accomplished in sessions four and five and the work completed by sub-groups during release time
- Diane Betts will work with sub-group leaders for Reading, Language Arts, Social Studies and Science to analyze horizontal alignment of priority standards and determine how reading and writing across the content areas will be addressed in the priority standards for each subject area at the middle school level.
- Determine how priority standards will be shared with all District 64 teachers. Determine how teachers will be supported in teaching the priority standards in future years.
- Revise curriculum brochures and website to reflect new District 64 Priority Standards for each grade level.

***What are Priority Standards?***

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

***Why is it important to prioritize standards?***

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

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

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

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

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

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

**Leader:** Diane Betts

**Sub-Group** Reading – Katie Kelly and Irene Kappas

**Leaders:** Language Arts – Dan Walsh and Megan Keefer

Math – Kathy Creely and Kathy Ross

Science & Health – Kevin Dwyer and Tony Clishem

Social Studies – Vicki Mogil and Doug Florence

Foreign Language – Lynne Farmer and Shannon Rodriguez

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General Music – Lynne Farmer and Joani Heavey

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Physical Education – Lynne Farmer, Bill Casey and Aaron Schauer

### **December 13, 2010 Status Report**

#### **Steps accomplished this year to date:**

- Last year as part of a Middle School Joint Quality Improvement Team (QIT) project, each core and encore department spent professional growth time on Wednesdays and an Institute Day taking an existing instructional unit and planning how the "Great 8" Learning Strategies (thinking and reading comprehension strategies) could be integrated into the unit and developing a common post assessment for the unit. Departments were expected to teach this unit during the third trimester and administer the common assessment.
- This year during the afternoon of our November 2 Institute Day, middle school departments spent time looking at the preliminary data from the common assessment and making revisions to the instructional unit and the assessment. Feedback from the departments concerning the process of assessment development reveals that teachers value the collaboration around instruction and assessment, but need more training in how to develop assessments that will be formative in nature.

#### **Next steps this year:**

- Once the Priority Standards are identified for each grade level, the next step will be to develop common assessments for these essential skills and strategies.
- Training in assessment development will be provided first to sub-group leaders and then to the teachers who will be involved in actually developing the assessments. Specific timelines for when this training will be provided cannot be established until we determine how the development of the common assessments will be addressed (Will the existing sub-groups continue working on this next step during the 2011-12 school year? Will a smaller subset of teachers be recruited to do this work?)

## **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 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

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Physical Education – Lynne Farmer, Bill Casey and Aaron Schauer

### **December 13, 2010 Status Report**

**Steps accomplished this year to date:**

- **September 16 Curriculum Team Meeting**
  - Utilized meeting to discuss how creative expression, critical thinking and problem solving reflect 21<sup>st</sup> century skills that students need to develop in order to be successful in high school, college and career and how these higher order skills need to be incorporated in priority standards.
- **September 12 Training Meeting and October 20<sup>th</sup> First Strategic Plan Meeting**
  - Worked with all sub-group leaders and teachers involved in Strategy IV to understand that identified priority standards should include and integrate critical thinking, creative expression and problem solving. Sub-groups were asked to use the following criteria to identify which standards to prioritize:
    - "Endurance " – skills and strategies that students will use throughout life
    - "Leverage" – skills and strategies that can be used in more than one subject area
    - "Readiness" – skills and strategies that students need to be ready for state tests and/or the next level of learning
- **Second Strategic Plan Meeting – October 27**
  - As new Common Core Standards were shared with core sub-groups at the October 27 Strategic Plan session, emphasis was placed on how new Common Core Standards being used in identification process reflect more rigor and higher level skills.

### **Next steps this year:**

- Diane Betts will work with sub-group leaders to examine whether identified priority standards reflect higher level critical thinking, creative expression and problem solving skills and strategies.
- As common assessments matched to the priority standards are developed, we will make sure that assessments reflect critical thinking, creative expression and problem solving skills and strategies.

## **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

### **December 13, 2010 Status Report**

#### **Steps accomplished this year to date:**

- August 12 – Data analysis training for elementary QIT teams.
- August 18 --Data analysis training for middle school QIT teams
  - Used "Here's What, So What, Now What" protocol to examine multiple years of ISAT and MAP data.
- Worked with each individual building to develop building level improvement goal based on data reviewed.
- Discussed at monthly Principal Meetings how building level improvement goals are being addressed.
- Used "Here's What, So What, Now What" at various district meetings to analyze a variety of types of data, including math benchmark data, social / emotional data, survey data, etc.
- Provided information to parents on new elements of RtI and use of data (Math MCAP benchmark data) via school newsletters and information on website.

#### **Next steps this year:**

- Diane Betts will work with curriculum specialists to utilize "Here's What, So What, Now What" protocol to examine Educational Ends and other sources of data relevant to their curricular area. Each curricular area will identify any specific areas in need of improvement and determine how this need can be addressed through the priority standards identification process, revisions to existing curriculum, changes in instructional practices and/or staff development opportunities.
- Lynne Farmer will work with QITs and principals to use new Illinois Interactive Report Card information. The data on this site is presented in a sortable, color-coded manner to more easily detect weaknesses in core curriculum and identify skill areas for individual interventions.
- QIT teams will expose grade level and core teams to "Here's What, So What, Now What" data analysis protocol by end of year and use it to examine relevant data.



**Park Ridge-Niles School District 64**

**Strategic Plan**

**BELIEFS**

... An expression of  
fundamental values; ethical  
code, overriding convictions,  
inviolable principles.

**We believe that...**

All people have inherent worth.

Quality education benefits everyone.

Everyone within our community is responsible for the education and development of our children.

The family environment has a major influence on the development of a child.

All people can be successful learners and continue to learn throughout their lives.

A safe, nurturing environment is essential to learning.

People grow through a variety of experiences, opportunities and adversities.

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

Effort, perseverance and self-discipline are necessary for people to achieve their personal best.

People are responsible for their actions and honoring their commitments.

Honesty and integrity are essential to build and sustain trusting relationships.

Everyone benefits from contributing to the well-being of others.

Understanding diversity is essential to thrive in an interdependent, global community.

Change is inevitable and challenges us to grow.

## **MISSION**

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

## **OBJECTIVES**

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

## **PARAMETERS**

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

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.

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.

We will always maintain safe, supportive learning environments.

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

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

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

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

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

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

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

## **Park Ridge-Niles School District 64**

### **Strategic Plan**

#### **Action Plans List**

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

- Action Plan 1: Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.
- Action Plan 2: Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.
- Action Plan 3: Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.
- Action Plan 4: Utilize available technology to manage our schools more efficiently and effectively.
- Action Plan 5: Utilize technology to inform and communicate with the community.
- Action Plan 6: Build appropriate network infrastructure to support the advanced use of technology throughout the District.
- Action Plan 7: Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.
- Action Plan 8: Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

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

- Action Plan 1: Grades K-2 students will set goals with adult guidance.
- Action Plan 2: Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.
- Action Plan 3: Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.

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

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

### **Action Plans List**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Accelerating the Advanced Use of Technology</b>	1 Curriculum scope & sequence					
	2 Staff proficiency standards					
	3 Assistance/peer coaches					
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implem Comm)					
	8 BATC (Bd Adv Tech Comm)					
<b>2. Building a Model for Personal Student Goals</b>	1 Grades K-2					
	2 Grades 3-5					
	3 Grades 6-8					
<b>3. Collaboration within Our Partnership</b>	1 Involve partners					
	2 Service learning					
	3 Non English-spkg families					
<b>4. Expectations for Student Learning and Instructional Practices</b>	1 Develop Power Standards					
	2 Hiring differentiation experience					
	3 Staff dev on differentiation					
	4 & 5 Differentiation peer coaches					
	6 Pre/post common assessments					
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills					
	10 Student progress reporting					
	11 Data-driven instruction					
<b>5. Providing Support and Tools for Change</b>	1 Utilize change protocol					
<b>Existing Initiatives</b>	Rtl					
	Rtl: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curriculum					
	Teach learning strategies (all content areas)					
	Gifted identification review					
	*Special Ed study (CFC)					
	Update teacher evaluation tool					
	Plan/hire for admin retirements					
	*Admin staffing study (CFC)					
	Wellness Benefit Fair					
	RFPs: Bus, Insurance					
	Conversion to Skyward					
	New Superintendent orientation					

\* Board of Education discussion 4-26-10