

Board of Education
Community Consolidated School District 64

Committee-of-the-Whole
Monday, June 8, 2015
7:50 p.m.
(or after Special Board Meeting whichever is later)

Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714

AGENDA

APPENDIX

1. CALL TO ORDER AND ROLL CALL
2. OVERVIEW OF 2020 VISION STRATEGIC PLAN A-1
3. OVERVIEW OF CORE PLUS COMMITTEE AND INITIATIVE A-2
4. PUBLIC COMMENTS
5. ADJOURNMENT

To: Board of Education
From: Dr. Laurie Heinz
Date: June 8, 2015
Re: 2020 Vision Strategic Plan

Overview & Commitment to Strategic Planning

The 2020 Vision Strategic Plan offers an opportunity for our District to continue to improve our District operations as we move forward together over the next five years. To avoid “random acts of improvement,” District 64 is committed to systematic strategic planning. As our consultant Bob Ewy has stated, “An organization is perfectly aligned to achieve the results it is currently achieving.” Therefore, to change those results, an organization must realign its strategies. In District 64, our new plan realigns our activities around the results we want to achieve as expressed in our mission and vision.

It is my pleasure to present the plan, which we have aptly named our “2020 Vision.” It is focused not only on where we expect to be five calendar years in the future, but it also provides a clear, 20/20 view of how we anticipate achieving those goals.

Three important features stand out about our new plan.

First, the plan embraces a mission that we believe will resonate with all stakeholders: ***“Inspire every child to discover, learn, achieve, and care.”*** This mission carries forward the essentials in our current mission statement, but distills it into words an understanding of our purpose as a District.

Second, the plan not only offers a concise roadmap, but also provides “mile markers” of our progress via a new *Balanced Scorecard*. This tool provides a clear way for the Board of Education and all stakeholders to track performance annually against our baseline data and the five-year targets. The *Balanced Scorecard* will also be available in a “dashboard” format on our website, making it readily accessible to all. [A sample dashboard developed as part of its strategic plan is provided by the Arlington, VA Public Schools at: <http://www.apsva.us/dashboard>.] In this way, data-informed decisions -- driven by the Balanced Scorecard -- will help us manage our resources effectively and efficiently to achieve our goals.

Finally, the 2020 Vision Strategic Plan acknowledges a commitment to continuous improvement as our guiding philosophy. As you know, to help us identify areas of strength and opportunities for improvement, District 64 engaged an external organization -- the Consortium for Educational Change (CEC) -- to conduct an audit in February 2015. This District-level process -- called a [“System Overview Assessment”](#) -- allowed us to benchmark our District against effective

practices of other "high performing" districts around three key indicators: learning, collaboration, and results. The CEC utilizes a continuous improvement framework built around the Malcolm Baldrige Performance Excellence Program and also embraces the Professional Learning Community model. This valuable study, which was shared with the Strategic Plan Steering Committee, initiated a way of looking at our District through a new lens -- a lens of continuous improvement. The new Strategic Plan carries this forward as we commit to a growth mindset and practice continuous improvement across all schools and departments.

Conclusion of our Current District 64 Strategic Plan (2010-15)

Named a "*Journey of Excellence*," the existing Strategic Plan 2010-15 is now in its fifth and final year. It was formulated beginning in 2009 utilizing the Cambridge strategic planning model, as selected by the Board at that time. It involved the work of a 27-member Steering Committee, which met in April 2009 to create a draft plan based on five strategies. In the fall of 2009, five Action Teams comprised of more than 100 volunteers worked to create the specific action plans in each strategy area. The Steering Committee was re-convened in February 2010 to review that work. The committee presented the final Strategic Plan for adoption by the Board in May 2010. Implementation began in the 2010-11 school year. The complete plan included beliefs, mission, parameters, objectives, five strategies, and 26 action plans. Extensive information about the planning process, the plan components, and progress reports on its implementation over the past five years are available on the District 64 website [Strategic Plan pages](#).

As I reported to the Board on March 25, the existing Strategic Plan was fully reviewed to determine what areas were completed, what goals we are still working to achieve, what areas are worthwhile to consider bringing forward, and what "lessons learned" would be valuable to consider as a new plan was formulated. This review was shared with the Strategic Planning Steering Committee at its March 26 meeting as an additional perspective to be considered in its work.

Community-Informed Development of the 2020 Vision Strategic Plan (2015-2020)

As reported to the Board on January 26, District 64 initiated a strategic planning process by convening a Steering Committee formed through a call for volunteers among all stakeholders. A diverse committee was assembled from our schools and community to offer a wide representation. A list of the Steering Committee members appears at the end of this memo.

Officially convened on Saturday, February 7, the committee met for an intensive, half-day session under the leadership of Mr. Ewy, our plan consultant. Mr. Ewy is currently a consultant in strategic planning, continuous improvement, and process management, assisting school districts that are serious about creating exceptional learning environments for students and satisfying professional working environments for staff. He was most recently the Director of

Planning and Quality Programs for Community Consolidated School District 15. In this role, he was responsible for all aspects of organizational improvement, from the classroom to the boardroom. Mr. Ewy has been a teacher, a supervisor of statewide programs for the Colorado Department of Education, and a senior associate for a regional education laboratory. He is currently on the Board of Directors and has trained examiners for the Louisiana Quality Foundation. He is also authored or co-authored books published by the American Society for Quality, titled: *Charting Your Course, Lessons Learned During the Journey Toward Performance Excellence; Stakeholder-Driven Strategic Planning; and Process Management in Education.*

At the kick-off, the committee examined reports from Mr. Ewy outlining national and international trends in education, and a more detailed report from me on local and state challenges. From this work, the committee identified the most important trends and events that will create challenges to the quality of education and sustainability of the District over time.

Based on this analysis, the committee moved out into the community in March to offer local residents opportunities to directly contribute their ideas and vision. Their open invitation to participate yielded more than 820 responses to a community survey about priorities for education in District 64. A space for extended comments also yielded many additional perspectives. In addition, committee members visited with many community and civic organizations to share information about the strategic planning process and invite residents to contribute their ideas.

Meeting on Thursday, March 26, the committee then reviewed the abundant survey responses and feedback from their outreach meetings. Committee members also shared their own research on educational trends and events, and heard an informative presentation from District 207 Superintendent Ken Wallace on the challenges facing the high school district. As mentioned earlier, the committee reviewed the results of a District 64 system overview assessment conducted by the Consortium for Educational Change (CEC) to help benchmark District 64 against effective practices of other "high performing" districts. The committee then developed priorities for the strategic plan goals with Mr. Ewy.

In April, to provide an additional avenue for community input, the committee sponsored two preview sessions of the "working draft" of the plan goals led by Mr. Ewy. That input was used to inform the work of the Steering Committee at its Thursday, April 16 meeting. At that meeting, the committee reviewed a draft of the six strategic objectives and their rationales; discussed the guiding philosophy, vision and mission; and then conducted a SWOT analysis by identifying the District's Strengths, Weaknesses, Opportunities and Threats.

Following this session, the District's senior leadership team also worked in between committee meetings with guidance from Mr. Ewy to further craft objectives and outcomes.

The final meeting of the steering committee was conducted on Thursday, May 21, when we considered all of the information used to develop the draft strategic plan against the proposed plan and worked together to review the content. The committee also reviewed the strategy map showing how all the strategies fit together to support the achievement of the District's mission and vision. Mr. Ewy also explained the Balanced Scorecard and how it will help to track progress.

Although the committee's initial work is now completed, we anticipate reconvening our committee annually to conduct another environmental scan of our national and local educational landscape; review the strategies being used to reach our objectives; determine whether new or different measures might be utilized; and recommend any needed adjustments. In this way, we anticipate the plan will remain fresh and focused each year as we move toward 2020.

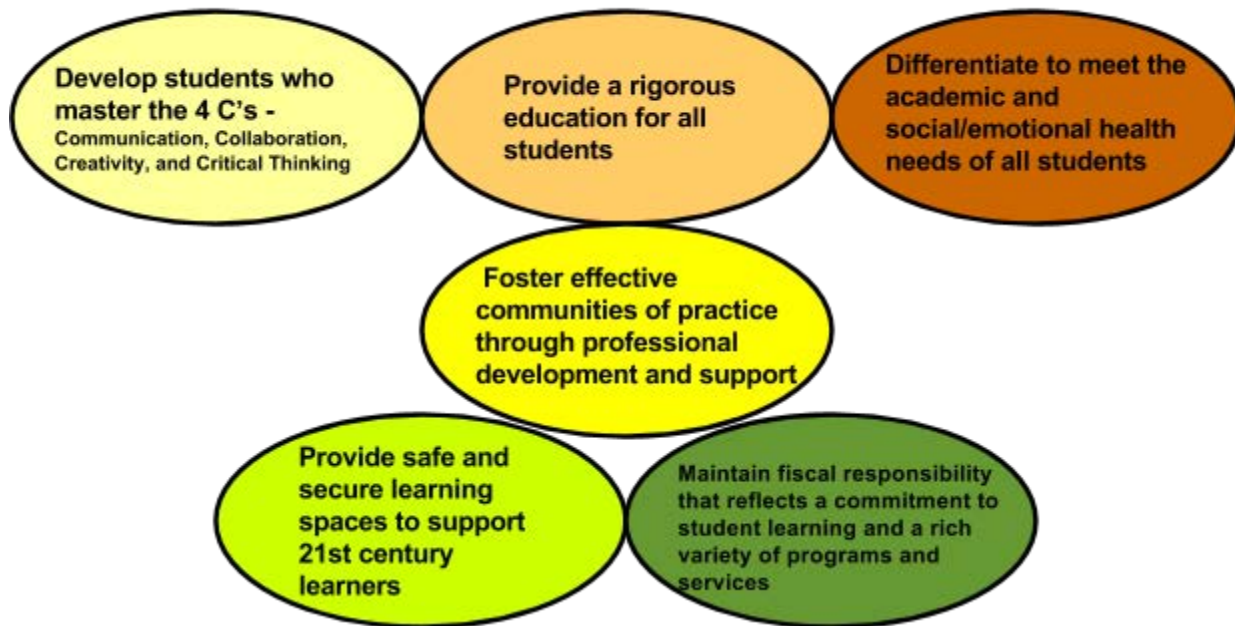
2020 Vision Focuses on Six Strategic Objectives

Our most important focus over the next five years is to accomplish the six objectives defined in the strategic plan. These goals and their related strategies, desired outcomes, and measures, will drive our continuous improvement efforts across all schools and administrative departments for the benefit of all students.

The challenges identified through our committee work and research were used as a springboard to develop these six strategic objectives. The objectives reflect the importance of focusing on academics, creating communities of practice where our professional educators can support one another as they themselves continuously learn and grow, and ensure the District is financially strong and our facilities are safe and secure.

As the drawing below illustrates, to achieve our mission and vision, we must begin with a strong "foundation." The two objectives in green related to our learning environment and finances provide the sturdy base that is vital if we are to educate our students. In turn, a professional learning and growth objective (shown in yellow) identifies what we must do to support teachers in their work. Finally, three educational objectives (in shades of orange) are supported by these efforts and lead us ultimately to fulfill our mission and vision. A more detailed map that depicts the strategies for each of these objectives is included in the plan.

Mission and Vision



Next Steps this Year

The Board will be asked to formally approve the plan at the June 22 regular Board meeting.

Over the summer months from June-August, the District 64 ESC team will draft a deployment plan and work with administrators at our annual Administrative Advance session to understand the implications of each goal, deployment timelines and resources. We anticipate sharing the plan with staff at the opening Institute Day for the 2015-16 school year. We also will develop an extensive community outreach effort about the plan as it is introduced. The *Balanced Scorecard* and all plan materials also will be placed on our website.

Looking into the Future

These challenges drive the most important strategic objectives for District 64 to address over the next five years. By focusing on these challenges, the District is assuring each student the best possible education that prepares them to be successful in high school and beyond. That said, as the educational and financial landscape continues to shift, our plan will adapt as needed.

I would like to thank the members of the Steering Committee for their work, and look forward to reconvening them annually as we move together to achieve our 2020 Vision for District 64.

STRATEGIC PLANNING STEERING COMMITTEE MEMBERS

(as of 4-15-15)

ESC Administration

1. Superintendent - Laurie Heinz
2. Assistant Superintendent for Student Learning - Lori Lopez
3. Assistant Superintendent for Human Resources - Joel Martin
4. Chief School Business Official - Becky Allard
5. Chief School Business Official (*effective 7/1/15*) – Luann Kolstad
6. Director of SPED/Pupil Services - Jane Boyd
7. Director of Facility Management - Scott Mackall
8. Director of Innovation & Instructional Technology - MJ Warden
9. Public Information Coordinator - Bernadette Tramm

Building Administration

10. Middle school principal - Jim Morrison (Emerson)
11. Elementary school principal - Susan Walsh (Field)
12. Elementary school principal - Dan Walsh (Franklin)
13. Assistant principal - Tim Gleason (Lincoln)
14. Early childhood principal - Leslye Lapping (Jefferson)

PREA and PRTAA Members

15. Middle school teacher - Denise Reeder (LIS - Lincoln)
16. Middle school teacher - Franny Keyes (Tech, CofC LA gd 6 - Lincoln)
17. Elementary teacher - Sara Born (3rd grade - Washington)
18. Elementary teacher - Erin Breen (1st grade - Roosevelt)
19. Early childhood staff - Joanna Fernandez (SLP - Jefferson)
20. SPED Facilitator - Nancy Jensen (JEF, WA, FR, FL)
21. Channels of Challenge - Debbie Graziano (Roosevelt/Washington)
22. Encore - Terry Broeker (Emerson)
23. Instructional Technology Coach - Amanda Pelsor (Carpenter)
24. Teacher Assistant - Julie Lukas (Emerson)
25. SPED teacher - Kathleen Pancini (7th grade - Lincoln)

Parents* (** see also Community List*)

26. BOE - John Heyde
27. BOE - Scott Zimmerman (Washington)
28. Molly Jacobsen (Emerson)
29. Dawn Baumann (Lincoln/Washington)
30. Elizabeth DiCola (Roosevelt)
31. Jeff Feucht (Field)
32. Michael Schaab (Jefferson)

Community

33. Community Finance Committee & Former D64 BOE Member - Genie Taddeo

- 34. Senior Tax Exchange Program - Jackie McNeilly (Roosevelt)
- 35. At large community member - Len Stoga
- 36. At-large community member - John Benka
- 37. Park Ridge Police - Chief Frank Kaminski
- 38. Park Ridge Fire - Administration - Paul Lisowski (Roosevelt /Jefferson) * also D64 parent
- 39. Healthcare (Lutheran General) & D207 Board Member - Paula Besler (Lincoln) * also D64 parent

Facilitator: Robert Ewy



Presented to the Board of Education
Committee-of-the-Whole Meeting

June 8, 2015



Table of Contents

DISTRICT MISSION AND VISION	4
<i>The School District's Mission and Vision</i>	
GUIDING PHILOSOPHY: CONTINUOUS IMPROVEMENT	4
CURRENT AND FUTURE CHALLENGES	5
<i>District challenges identified through the strategic plan development process</i>	
STRATEGIC OBJECTIVES	7
<i>What the District must achieve to ensure its long-term sustainability</i>	
 <u>STRATEGIC OBJECTIVE ONE: Develop Students Who Master the 4C's - Communication, Collaboration, Creativity, and Critical Thinking</u>	
 <u>STRATEGIC OBJECTIVE TWO: Provide a Rigorous Education for All Students</u>	
 <u>STRATEGIC OBJECTIVE THREE: Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students</u>	
 <u>STRATEGIC OBJECTIVE FOUR: Foster Effective Communities of Practice Through Professional Development and Staff Support</u>	
 <u>STRATEGIC OBJECTIVE FIVE: Provide Safe and Secure Learning Spaces to Support 21st Century Learners</u>	
 <u>STRATEGIC OBJECTIVE SIX: Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services</u>	
IMPLEMENTING THE STRATEGIC PLAN	19
<i>A strategy map and balanced scorecard to achieve the mission and vision</i>	
GLOSSARY	21
APPENDIX:	
<ul style="list-style-type: none"> ● Strategy Map - A graphic organizer of the strategies under each objective. ● Balanced Scorecard - Key performance indicators to determine progress toward specific targets. 	



Message from the Superintendent of Schools

From the Superintendent of Schools - Dr. Laurie Heinz

To the District 64 Community:

Park Ridge-Niles School District 64 has a long-standing reputation of excellence. We educate approximately 4,400 students within eight schools from early childhood through grade eight. We are located in northern Cook County where schools are innovative, high achieving and some of the best that Illinois has to offer. Our students move onto Maine Township District 207 where academic excellence focuses on acceleration of learning and preparedness for an educational experience beyond high school. District 64 and District 207 work collaboratively to align programs and services to ensure we meet the changing needs of our student body, and the internal and external demands of increased academic rigor, while ensuring fiscal accountability to the Board of Education and larger community.

In order to do so, we need to be extraordinarily focused on our goals with a clearly outlined roadmap to reach them. Our new *2020 Vision* Strategic Plan provides this direction. Our goals have been prioritized to provide a clear and unambiguous roadmap leading us to 2020. It is this focus on continuous improvement -- a “growth” mindset -- coupled with a future focus that helps frame why our *2020 Vision* is of critical importance to District 64.

The development of the plan was led by consultant Bob Ewy and a steering committee comprised of almost 40 staff and community members. The committee has already received input from almost 1,000 community members who participated in surveys earlier this spring regarding their desires for District 64; who engaged with the Steering Committee directly through community outreach with stakeholder groups, such as Rotary and Kiwanis; who participated at preview sessions; or who emailed or talked with me in my visits with parents, staff and community members. Such outreach mattered in order to ensure many voices were represented and to help shape our five-year plan. The plan took four months to develop with the committee and Mr. Ewy. The District’s senior leadership team also worked in between committee sessions with guidance from Mr. Ewy to further craft objectives and outcomes.

The document defines both *what* is important to achieve (the strategic objectives) as well as *how* they will be achieved (strategies and outcomes). The educational landscape continues to change rapidly. Therefore, our most important focus over the next five years is to accomplish the six objectives defined in the strategic plan. These goals and their related strategies, desired outcomes, and indicators, will drive our continuous improvement efforts across all schools and administrative departments for the benefit of all students.

The District 64 strategic plan provides the Board of Education, administration and both professional and support staff direction over an extended period of time to organize expertise, develop systems, and allocate resources to achieve the District’s mission. It also includes the basic measures (key performance indicators) in a *Balanced Scorecard* that will be used to assess that progress from where we are now -- our baseline -- through the next five years. The success of District 64 is defined when looking across multiple measures in this new tool -- a *Balanced Scorecard*. This scorecard will help us monitor and report progress toward goals to the Board of



Education and larger District 64 community. Goals that are well written and monitored will help clarify our work and allow us to know when we have met our targets. The scorecard will also provide a wide array of measurable data that can be displayed on our Website, adding a further level of transparency. We believe these measures will serve as strong predictors of our success in fulfilling our mission and vision.

The strategic plan will be used by the Board of Education and District staff to improve organizational alignment and performance. It will help make the best use of the valuable financial and human resources the community provides the District by improving efficiency and effectiveness.

We are proud to present this plan and look forward to moving together toward our shared *2020 Vision* for District 64.

For Your Children,
Dr. Laurie Heinz, Superintendent

Message From the District 64 Board of Education

From Board President Dr. Anthony Borrelli

To the District 64 Community:

[The Board will have an opportunity to add a brief message to the community.]

On behalf of the Board,
Anthony Borrelli, President



DISTRICT MISSION AND VISION

The mission statement is a concise statement that focuses the community and District staff on the most essential outcome District 64 hopes to achieve. Our mission statement is a description of what needs to be accomplished for the benefit of our students. It is a statement of the basic purpose of District 64, of the reason why the school district exists.

Mission: Inspire every child to discover, learn, achieve, and care.

A vision statement is a broad and general description of what District 64 wants to achieve or accomplish for its students in the future. It helps all District stakeholders visualize where we want to go and what we are trying to build. It serves as a guide for choosing current and future courses of action.

Vision: Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.

GUIDING PHILOSOPHY: CONTINUOUS IMPROVEMENT

At its essence, continuous improvement means the desire to get better minute by minute, hour by hour, and day by day. It is an acknowledgement that nothing in any organization is perfect and that there are multiple opportunities for improvement that continuously present themselves. Continuous improvement is the recognition that the pursuit of excellence is a moving target. What is excellent today may be the definition of mediocrity tomorrow. Never accepting the status quo is the only way to keep a great school district great. In short, we practice continuous improvement so tomorrow is better than today. Stated another way, if you stand still, you'll get left behind.

Continuous improvement is what we desire for our students as they learn throughout the year and move from grade level to grade level and subject area to subject area. It is the Park Ridge-Niles District 64 staff commitment to this growth mindset that creates outstanding student performance levels in academics, the arts, and in physical performance. The results staff members achieve is a reflection of how well continuous improvement is practiced across all schools and departments.

The successful practice of continuous improvement focuses on:

- improvements that are based on many, small changes rather than large radical changes;
- ideas for improvement that come from the talents of the existing staff, a recognition of the broad range of expertise and information among staff members;



- a habitual practice staff members use to continually seek ways to improve their own performance; and
- a District-wide standardized approach to the practice of continuous improvement.

In order for continuous improvement to work effectively, a related district practice must also work equally effectively, that of data-informed decisions. Data-informed decisions require the continual collection of accurate information in order to improve productivity, eliminate waste, and manage the District's resources effectively and efficiently. The focus for data collection are the six strategic objectives.

The District Balanced Scorecard is used from several perspectives. School Board members, District staff, and community members use it to analyze the general performance of the District. The Balanced Scorecard also is used by department personnel to analyze how well strategies defined in the District strategic plan are working, are targets being met, and are outcomes being achieved. If not, are improvement activities being initiated? Additionally, the Balanced Scorecard is used by staff members to monitor performance and determine improvement priorities, an essential part of school improvement planning.

CURRENT AND FUTURE CHALLENGES

District 64 has worked hard over the years to develop a reputation described as a *standard of excellence* in education. This standard of excellence is constantly challenged by local, state, and national economic conditions, by state and national unfunded mandates, by technological innovations, and by societal demands and pressures for increased accountability. The world in which we live continually demands better systems and tools to achieve high levels of performance. District 64 is constantly faced with the challenge of achieving higher and higher levels of excellence, while operating in the new national norm of doing more with less. Constant attention to these challenges and how they interact with the District is necessary in order to continue to live up to our *standard of excellence* reputation.

Understanding and addressing these challenges is one of the main reason the District has created this strategic plan. Carefully defining these challenges enables the development of relevant strategic objectives that create the opportunity to not only sustain District 64 over time, but focuses improvement activities where they will have the greatest potential to positively influence students' learning experiences. The six following **challenges** (in no rank order) were identified using an external and internal scanning process, the collection of community survey information as well as community outreach by the Strategic Planning Steering Committee.

Key challenges District 64 faces:

1. Meet the increasing academic, behavioral, physical, social, and emotional health needs of our students. (1A-C, 2A-C, 3A-B)
2. Provide a rigorous educational program that will prepare students for a successful high school experience and future careers. (1A-C, 2A-C, 3A-B)
3. Maintain the current variety of programs and services with the constraint of limited and diminishing financial resources while complying with state and federal mandates. (5B, 6A-F)
4. Provide students with real-world, complex problem-based learning within the regular



school curriculum. (1A-1C, 2B)

5. Provide learning spaces in aging facilities and also accommodate other student needs in schools that are safe and secure. (5A-C, 6B)
6. Provide the necessary professional development and staff support for the ever changing demands to implement new and updated educational and technological innovations. (4A-C)

These challenges drive the most important strategic objectives for District 64 to address over the next five years. By focusing on these challenges, the District is assuring each student the best possible education that prepares them to be successful in high school and beyond. That said, as the educational and financial landscape continues to shift, our plan will adapt as needed. The Strategic Planning Committee will meet annually to revisit Strategic Objectives and Challenges.

STRATEGIC OBJECTIVE ONE:

Develop Students Who Master the 4C's - Communication, Collaboration, Creativity, and Critical Thinking

District 64 students face a world in which access to knowledge and integration of technology will continue to grow, evolve, and change at a rapid pace. To be ready for these unknown challenges, students must be creative, innovative, agile, and resourceful problem-solvers.

To meet this challenge, District 64 will need to provide students with complex, real-world inquiry-based learning opportunities. They collaborate with students in their classroom, from across the District, and across the world to focus on solving community, state, national, or world issues/problems of interest. They think critically and demonstrate artistic expression. Technology supports their approach to inquiry-based learning. Students will become adept at the four C's (communication, collaboration, creativity, and critical thinking) as outlined in the "Framework for 21st Century Learning" researched by the Partnership for 21st Century Learning.

Strategy	Desired Outcomes	Measures
<p>A. Engaging, Motivating, and Challenging Educational Program</p> <p>The educational program includes opportunities that prepare students to achieve success in high school and beyond. These opportunities enable students to: (1) explore, discover, and optimize their individual strengths; and (2) recognize and help them overcome their weaknesses. Student outcomes are evaluated and benchmarked locally and nationally against the best educational systems.</p>	<p>Early Childhood - grade 8 Core, Encore, and Elective offerings broaden student experiences, prepare all subgroups to achieve success in high school and beyond, and support critical thinking and creative expression.</p> <p>Program reviews are conducted and recommendations are implemented (e.g., kindergarten program, middle school program, Channels of Challenge program)</p> <p>A curriculum review cycle that provides timely audit of current practices and research.</p>	<p>Learning Walks (non-evaluative) levels of student engagement (UNDER DEVELOPMENT)</p> <p>Spring-to-spring comparative analysis of PARCC and MAP achievement (status and growth) to benchmark districts in reading and math (Data available in Fall 2015)</p> <p>Student mastery on targets set for Educational Ends assessments</p> <p>District 207 high school performance portfolio (UNDER DEVELOPMENT)</p>
<p>B. Inquiry-Based Learning</p> <p>Integrate inquiry-based learning into curricular experiences. We learn best when we are at the center of our own learning. Within the context of our Board-approved curriculum, inquiry-based learning is a learning process through questions generated from the interests, curiosities, and perspectives of the learner. Students explore interconnected concepts and collaborate to address real-world problems for an authentic audience.</p>	<p>Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class.</p> <p>Students conduct learning projects in areas of study linked to Common Core State Standards (CCSS)/District Priority Standards.</p> <p>Students have opportunities to explore their curiosities, talents and interests.</p>	<p>A minimum of two inquiry-based learning units at each grade level (to be developed).</p> <p>Student performance rubric for the 4 C's (UNDER DEVELOPMENT):</p> <ul style="list-style-type: none"> • communication • collaboration • creativity • critical thinking

	Students are skilled in communicating, collaborating, thinking critically, and designing creatively (learning targets incorporated with CCSS).	
C. Technology Integration We use technology and digital resources to provide differentiated learning experiences for students. Technology provides a consistent structure for students to learn, work, and practice collaboratively and independently in an interactive digital environment.	Students work in collaborative, engaging, relevant, and personalized learning environments with the use of modern technology for all learners. Teachers have a high level of comfort in integrating technology into their instructional practice and classroom learning environment.	Learning Walks (non-evaluative) levels of implementation (UNDER DEVELOPMENT) Grades 3-8 Students self-reporting on BrightBytes questionnaire data for the Classroom domain Grades K-8 Teachers self-reporting on BrightBytes questionnaire data for the Classroom domain Survey to Parents regarding 1:1 Chromebook initiative (UNDER DEVELOPMENT)

STRATEGIC OBJECTIVE TWO:

Provide a Rigorous Education for All Students

Appropriately rigorous learning experiences motivate students to learn more and learn it more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge. A rigorous education is grounded in the concept of educational equity, the belief that all students—regardless of their race, ethnicity, gender, socioeconomic status, English proficiency, or disability—should pursue a challenging course of study that will prepare them for success in high school. In a rigorous educational system, instruction and assessment are driven by formally adopted standards and measurable outcomes.

In an rigorous educational system, teachers employ high-impact instructional strategies to support students with mastery. Practices that have a significant impact on student learning are: standards-based planning, formative assessment (including feedback and individual student goal-setting), creating a classroom culture for learning, and differentiation. Rigorous educational systems recognize that the social-emotional health of students contributes not only to students' academic success, but also to their overall well-being.

Strategy	Desired Outcomes	Measures
<p>A. Aligned, Articulated Curriculum District 64 will have a written curriculum in all subject areas to ensure that students across grade levels are learning the same content. The curriculum will be based on national standards.</p> <p>Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.</p>	<p>Curriculum Maps are aligned to state and national standards.</p> <p>Curriculum Maps identify the essential learning outcomes that must be taught by grading period at each grade level or course in all subject areas.</p> <p>Learning outcomes have been repacked into unit plans for all subject areas.</p> <p>Unit plans are documented and easily accessible to staff. The written curriculum identifies intervention and enrichment options and includes aligned instructional materials.</p> <p>Staff, students and families know the learning expectations for each unit of instruction in all subject areas to answer the question “What must all students know and be able to do by the end of this unit?” (e.g., via Web page, newsletter, email)</p> <p>Teacher teams have common pre-assessments, formative, and</p>	<p>% of completed curriculum maps for each Core, Encore, and Elective course</p> <p>Learning Walks (non-evaluative) to determine student understanding of learning outcomes and goals (UNDER DEVELOPMENT)</p> <p>% of documented and online unit plans that include common formative and summative assessments</p>

	summative assessments that are accurate, valid, and aligned to learning outcomes for each unit.	
<p>B. High-Impact Instruction Use the teaching strategies that will cause the greatest student achievement. These strategies are:</p> <ul style="list-style-type: none"> standards-based planning formative assessment (including feedback and individual student goal-setting) positive classroom culture differentiation <p>Learning is differentiated to particular academic needs, interests, and learning preferences. The learner has a voice and choice about the what, when, and how of his/her own learning.</p>	<p>Classroom instruction is characterized by high expectations; clear and consistent learning targets; a variety of opportunities to demonstrate levels of understanding. It also includes high levels of engagement and student initiative.</p> <p>Teachers integrate high-impact instructional strategies to support student learning. These strategies are:</p> <ul style="list-style-type: none"> standards-based planning formative assessment (including feedback and individual student goal-setting) positive classroom culture differentiation <p>Teachers use common formative and summative assessments results to improve instruction, determine student intervention and enrichment needs, and monitor individual student learning.</p> <p>Implementation of District-wide SEL program which fosters a District 64 learning culture.</p>	<p>Learning Walks (non-evaluative) - levels of student engagement (UNDER DEVELOPMENT)</p> <p>Spring-to-spring comparative analysis of PARCC and MAP achievement (status and growth) to benchmark districts (Data available in Fall 2015)</p> <p>Student mastery on targets set for Educational Ends assessments</p> <p>Social-Emotional Learning indicators (UNDER DEVELOPMENT)</p> <p>5 Essentials (5E) Survey for students (grades 6-8) in the areas of Ambitious Instruction & Academic Personalism</p>
<p>C. Standards-Based Reporting Standards-based reporting makes it clear what students are learning. It shares information about student performance and growth related to priority learning outcomes. In District 64, the Mastery Learning Committee has convened to address this topic.</p>	<p>Parents and schools communicate regularly and clearly about information important to student success. Schools inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes, and student progress to promote two-way communication.</p> <p>Comprehensive standards-based reporting system that provides all stakeholders with accurate information about student performance and growth related to learning outcomes.</p>	<p>Stakeholder satisfaction survey to determine effectiveness of standards-based reporting (UNDER DEVELOPMENT)</p> <p>Parent University exit slips (UNDER DEVELOPMENT)</p>

STRATEGIC OBJECTIVE THREE:

Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students

Differentiated educational experiences enable students to become engaged, self-directed learners who are socially competent, emotionally self-aware and demonstrate resilience.

The notion of a public education available to all students "on equal terms" has broadened to include considerations for an increasingly diverse population of school children. This increased diversity among students in District 64 includes languages, families, cultural backgrounds, economic levels, and life experiences. Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and related indicators.

District 64 applies appropriate methods to identify the extent to which each need impacts a student's education. Customizing academic, creative, behavioral, physical, social, and emotional learning opportunities maximizes student growth. Customization requires articulating clear learning targets, coaching students to set rigorous personal goals, and partnering with students to monitor and reflect at timely intervals.

Strategy	Desired Outcomes	Measures
A. High-Quality Tier 2 and Tier 3 Intervention Tier 2 and 3 interventions are offered in addition to participation in high-quality Tier 1 classroom instruction. Tier 2 and 3 instruction must be qualitatively different from initial instruction, offer students a new approach, and offer additional learning time. In District 64, the Core Plus Committee has convened to address this topic.	Three tiers of instruction are provided in Math, Reading, Writing, and Social Emotional Learning (SEL). Students are provided appropriate program/service options to support their learning. Students master grade-level curriculum and are prepared for success at the next grade or subject level. Student mastery is analyzed by grade level, subject area, and identified groups, including: English Learners (EL), special education (Individualized Education Plan - IEP), and low socioeconomic status (SES).	Spring-to-spring comparative analysis of subgroup achievement on PARCC and MAP (status and growth) to benchmark districts (Data available in Fall 2015) Tier 2 and Tier 3 intervention participation rates for students with at-risk academic performance Special Education students serviced in the Least Restrictive Environment (LRE) data
B. Data-Driven Decision-Making Schools must establish a strong culture of data, which is used to ensure that data-driven decisions are made frequently, consistently, and appropriately. This data culture should emphasize collaboration across and within grade levels and subject areas to	District 64 has Data Decision-Making Guidelines and uses this process for continual improvement. Teachers set target and learning goals for all students in Tier 2 and Tier 3.	Implementation rates of data-based decision-making guidelines by school (fidelity checklists) PARCC performance gaps for specific subgroups [special education (IEP), low

diagnose problems and refine educational practices.	<p>Students examine their own data, know their learning goals, and actively work to reach them.</p> <p>Student mastery is analyzed by grade level, subject area, and identified groups, including: English Learners (EL), Individualized Education Plan (IEP), and low Socioeconomic Status (SES).</p>	<p>socioeconomic status (SES), and English Learners (EL)] (Data available in Fall 2015)</p> <p>MAP performance gaps for specific subgroups [Special Education (IEP), low socioeconomic status (SES), and English Learners (EL)] (Data available in Fall 2015)</p>
---	--	---

STRATEGIC OBJECTIVE FOUR:

Foster Effective Communities of Practice Through Professional Development and Staff Support

Achieving a rigorous education based on high academic and behavioral expectations for all students can only be achieved by actively supporting educators in their continual development of professional skills and knowledge. Educators need to continue to build a shared knowledge and a solid foundation to support students in fulfilling their academic, social, physical, creative, behavioral, and emotional potential. New discoveries in instructional practice and applications of technology to the learning environment require staff members to stay current in their chosen profession, which requires face-to-face and virtual opportunities for development and training. These interactions occur in an environment of collaboration and shared decision-making with staff and administrators to assure that the best opportunities for development experiences are available to all staff.

Strategy	Desired Outcomes	Measures
<p>A. Collaboration & Teaming for Continuous Improvement Expand a culture founded on collaboration and teaming. Build a culture of continuous improvement through a growth mindset.</p>	<p>Opportunities to grow professionally in a collaborative and teaming culture are frequent.</p> <p>The District maximizes time, talent, trust, respect, teacher empowerment, and collaboration to improve results in student growth and achievement.</p> <p>Individual, department, and building goals are aligned to achieve District goals.</p>	<p>5 Essentials survey data in the areas of Collaborative Teachers & Effective Leaders</p> <p>District teacher satisfaction survey (UNDER DEVELOPMENT)</p> <p>District parents satisfaction survey (UNDER DEVELOPMENT)</p> <p>Percentage of school SMART goals achieved</p>
<p>B. Professional Communities of Practice Professional staff are given opportunities to work as colleagues and participate in learning communities. They critically reflect on the teaching process, the thinking and actions of students, and content. They grow professionally through dialogue, inquiry, and action research.</p> <p>Staff development and professional learning are not restrained by location through the use of virtual and online activities.</p>	<p>All teachers participate in face-to-face and virtual collaborative learning opportunities focused on strategic plan initiatives.</p> <p>Teachers have continuous access to information and can become part of a learning community at anytime.</p> <p>Teacher leaders moderate learning community discussions and actions as part of discussion groups related to their area of expertise. Staff members participate and share best practice examples.</p> <p>Face-to-face staff development is followed by an ongoing series of virtual learning community discussions about how to apply</p>	<p>Participation rates in Communities of Practice</p> <p>Communities of Practice feedback</p>

	<p>what participants learn after the initial training takes place.</p> <p>Professional learning is meaningful, job-embedded and delivered in real-time.</p>	
<p><i>C. Differentiated Professional Development</i></p> <p>Provide differentiated professional development in five areas:</p> <ul style="list-style-type: none"> ● standards-based planning ● formative assessment (including feedback and individual student goal-setting) ● positive classroom culture ● differentiation ● inquiry-based learning 	<p>Professional development sequence related to the five areas of high-impact instruction will be identified.</p> <p>Focused, differentiated staff development will support the achievement of Strategic Objectives 1-3.</p> <p>The District provides job-embedded coaching to support professional development and the implementation of initiatives.</p>	<p>Participation rates in professional development sequence</p> <p>Learning Walks (non-evaluative) to determine level of implementation (UNDER DEVELOPMENT)</p> <p>Coaching program satisfaction feedback</p> <p>Number of instructional practice requests by category</p> <p>Grades K-8 Teachers self-reporting on BrightBytes questionnaire data for the Skills domain</p>

STRATEGIC OBJECTIVE FIVE:

Provide Safe and Secure Learning Spaces to Support 21st Century Learners

Student learning is enhanced by the school environment in which they learn. The capacity and flexibility of facilities to support learning creates opportunities for teachers to deliver differentiated, innovative curriculum for students.

As the Master Facilities Plan will outline, the most important actions of District 64 to create optimal learning environments are to:

- Manage resources efficiently and effectively to enhance teaching and learning;
- Provide attractive, safe, secure, and healthy spaces in which students can engage in active and meaningful ways;
- Create flexible spaces that foster communication, collaboration, critical thinking, and creativity among students and staff;
- Create engaging, technology-rich learning environments;
- Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- Be a good steward of the environment and the community by designing or redesigning facilities that are energy efficient and sustainable; and
- Monitor population trends and examine building additions, boundary changes or grade center learning spaces options.

This will require being creative about the way space is used, and rethinking how to make space more functional, more collaborative and flexible.

Strategy	Desired Outcomes	Measures
A. Life Safety & Universal Access Incorporate life-safety requirements and Universal Access into facility projects.	The District's facilities are in compliance with the Illinois School Code including the School Construction Code, Health Life Safety requirements, the Illinois Barriers Act and all other referenced codes.	Completion of all required Category A items identified in the Health Life Safety Survey in the required timeframe ADA accessibility requirements will be addressed for each facility. Based on code requirements and available funding, the District will make improvements in the ADA accessibility of our facilities.
B. Master Facilities Plan The District will be thoughtful in the way it designs facility and site improvements to create functional, collaborative, and flexible spaces consistent with enrollment projections.	Mindful of financial resources, District facilities are functional, collaborative, and flexible spaces that meet changing student enrollment and support 21st century learning.	Projects are aligned with Strategic Plan and available funding. Administration prioritizes projects, bringing recommendation and funding source information to Board for approval on a yearly basis.

	<p>Implementation of Master Facilities Plan as prioritized over the life of the five-year plan and beyond.</p> <p>Adopt a cohort survival enrollment projection model (under development)</p>	
<p><i>C. Environmental Health</i> Enhance teaching and learning through the environmental health of facilities.</p>	<p>Provide students and staff with an inviting, safe, and healthy environment.</p> <p>Energy efficient and sustainable facilities.</p> <p>Reduction in facility maintenance expenditures and increased life cycle of building components.</p> <p>Implementation of professional development for Facility Management Department staff to support a high level of satisfaction with facilities (program under development)</p>	<p>Satisfaction survey data of students, staff, and community with District facilities (UNDER DEVELOPMENT)</p>

STRATEGIC OBJECTIVE SIX:

Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services

The Board has created a goal to extend the original, 10-year referendum commitment made in 2007 by four years to 2020-21. The District must be cognizant of the factors that affect the financial health of District 64, while continuing to provide a variety of programs and services for all students.

Strategy	Desired Outcomes	Measures
A. Financial Stewardship Use data to proactively manage District finances in a climate of changing funding patterns and increased mandates from local, state, and federal governments.	Maintain responsible approach to fiscal operations, ensuring cost efficiencies while maintaining high quality programs, services, and staff. Maximize all revenue sources. Understand local, state and federal legislative threats to funding through involvement in professional associations, ED-RED and FED-RED. Assess the impact of salaries and benefits for all employee groups. Utilize financial models to project impact of future increases in expenditures and changes in revenues. Provide transparent, easy to access financial data to community. Periodic updates to the Board of Education on legislative threats Data displayed on financial dashboard.	Monthly financial reports and investment summaries Annual long-term staffing projections based on future enrollment projections (under development) Semi-annual long-term financial model projections Annual financial audit (Unqualified Auditor Opinion)
B. Finance Priority Projects Finance priority projects identified in the Health Life Safety Survey and the Master Facilities Plan.	The Board of Education, staff, and community are aware of facility needs and financing options to make informed decisions about a project priority list. District classrooms support 21st Century learning.	The Board adopts an annual project priority list and determines financing Rubric to assess how classrooms support 21st Century learning (to be developed)

<i>C. Fund Balance Policy</i> Adhere to the Board's fund balance policy	Meet all of the District's financial obligations and cash flow needs in a timely manner Monitor days of cash on hand in the District's operating funds on June 30 of each fiscal year against fund balance policy (120 days)..	Report days cash on hand at close of each fiscal year Track progress in meeting the Board's extended referendum goal of 2020-21
<i>D. Finance Priority Programs</i> Collaborate with all District departments to ensure adequate funding is available for student programs and services	District departments will work together to understand the financial needs of the District to develop realistic and timely long-range budget priorities.	Fund priorities recommended by Program Review Committees
<i>E. Plan for Future Challenges</i> Be prepared for the impact of future enrollment changes	Accurate enrollment trend data. Review enrollment trends and conduct a boundary study to understand financial options to meet changing enrollment.	Provide adequate spaces to accommodate expected enrollments at all schools
<i>F. Parent and Community Education</i> Engaging with parents and community members can inform, complement, reinforce, and accelerate educators' efforts.	District 64 provides information to parents, staff and community members about the alignment of resources to strategic initiatives.	Advisory committees include volunteers Provide annual updates on investments in student learning and financial challenges District Satisfaction Survey (UNDER DEVELOPMENT)

IMPLEMENTING THE STRATEGIC PLAN

It is the responsibility of the District 64 Board of Education, senior leadership, District administrators and all other staff members to implement the District's mission, vision, and core values and align all activities to achieve the strategic plan objectives. District 64 must be focused, because well-deployed strategic objectives are the means to achieving exemplary student performance. The strategic plan provides District leaders the information they need to move from an abstract set of strategic objectives to an actionable set of priorities. The strategic plan strategies, desired outcomes, and key performance indicators form the "game plan" to achieve the mission, vision, and strategic objectives.

The Board and senior leadership play key roles in communicating the District's mission, vision, and strategic objectives to community members, parents, and staff in order to gain consensus, support, and commitment. It is the Board's responsibility to monitor the implementation of the strategic plan as well as the resulting outcomes, using the key performance indicators derived from the data sources specified in the strategic plan scorecard.

District 64 will utilize two tools that are essential to the successful implementation of a school district strategic plan: 1) an implementation tree, which is a plan that describes what will happen and when it will happen to achieve the strategic plan strategic objectives; and, 2) a Balanced Scorecard, which identifies the key performance indicators under each goal and performance targets. The Balanced Scorecard will be monitored to determine progress, allowing any necessary corrections to be made throughout the duration of this strategic plan.

DISTRICT 64 STRATEGY MAP

(See Appendix 1 for the Strategy Map)

The strategy map provides a graphic organizer of the District's strategies under each strategic objective. It provides the "blueprint" that District leaders will use to accomplish the mission, vision, and strategic objectives. District senior leaders use the strategies identified in the strategic plan to determine what specific programs, processes, and practices will be implemented over time. A strategy map is a useful graphic that shows all the strategies that need to be in place for the strategic plan to be accomplished and illustrates how the different strategies support each other. Equally important, Board members, the superintendent, District staff members, parents, and others can use the strategy map to monitor implementation activities and review the performance of strategies as their influence is felt within the organization.

DISTRICT 64 BALANCED SCORECARD

(See Appendix 2 for the Balanced Scorecard)

The scorecard identifies the key performance indicators that the District and its stakeholders will monitor to determine progress toward specific targets and ultimately the successful achievement of the strategic objectives. The key performance indicators are the metrics that define the standards the District will hold itself accountable for and the most salient measures within each



strategic objective. Key performance indicators may be modified accordingly after each annual plan review. Baseline data will be provided where available to reflect our current status on these indicators. Five-year targets will be set for each key performance indicator, considering the importance of high standards for all students, our already relatively high levels of performance in many areas, and national benchmarks from Baldrige award-winning districts. The Board of Education will track performance annually against these baseline data and the five-year targets.

GLOSSARY

Aligned, articulated curriculum - An aligned, articulated curriculum clearly outlines what students are expected to learn. It ensures that students across grade levels at different schools are learning the same content. The curriculum is aligned to state and national standards.

Balanced scorecard - A balanced scorecard is a way for districts to show the progress made toward strategic plan goals. A balanced scorecard, sometimes called a *dashboard*, shows data from past and current years, as well as the target for the final year of the strategic plan. District 64's Balanced Scorecard (Appendix 2) is available on the District 64 website.

BrightBytes - The BrightBytes Survey measures how well a district is implementing technology to support student learning. The survey is administered to students, parents, and teachers. Districts receive a score (Beginning, Emerging, Proficient, Advanced, Exemplary) in four different areas: classroom, access, skills, and environment. On the scorecard, the following notations will be used:

Communities of practice - Communities of practice are groups of educators who come together to talk about teaching and student learning. Communities of practice are sometimes called Professional Learning Communities. Through these conversations, educators can brainstorm and access the best ideas for supporting student achievement. Communities of practice focus on four important questions: 1) What do we want students to learn? 2) How will we know when they have learned it? 3) How will we support students who are struggling? 4) How will we challenge students who have already mastered the goals?

Curriculum map - A curriculum map identifies what students will learn within a unit of study. In addition, a map identifies how long teachers should focus on certain topics and what assessments they can use to measure student learning. Maps also include ideas for supporting struggling students and challenging more advanced students.

Differentiation - When teachers differentiate instruction, they design lessons so that all students can learn, regardless of differences in learning needs. In differentiated classrooms, teachers consider students' background knowledge, readiness, ability, and interests when planning for instruction.

Educational Ends - The Educational Ends are general goals that District 64 has for all students in each area valued by the District, including: Critical Thinking/Problem Solving, Foreign Language, General Music, Health, Instrumental Music, Language Arts, Math, Physical Education, Science, Social Emotional, Social Studies, and Visual Arts. Assessments have been developed to measure the Educational Ends goals. They include standardized tests as well as assessments created by District 64 teachers. Each year, our students' performance on these assessments is reported to the Board. More [information about the Educational Ends can be found](#)



[on the District 64 website.](#)

Environmental health - To support student learning, it is important that our schools are attractive, safe, and secure. Factors that influence environmental health are the school building, school grounds, temperature, noise, lighting, space, furniture, and equipment.

Fast feedback form - A fast feedback form is a short survey that can be administered quickly following an event or learning experience. Fast feedback forms give us valuable information about stakeholder perceptions and take only a short time to complete.

Formative assessment - Formative assessments are formal or informal ways of gathering information from students about their learning. This information is then used by teachers to change instruction and improve learning. Research shows that students learn more in classrooms where teachers use formative assessments to change instruction.

High impact instruction - Research shows that certain teaching strategies lead to greater student learning than other strategies. These strategies are often called “high impact instruction.” The teaching strategies that are known to cause the greatest student learning are: standards-based planning, formative assessment, creating a positive classroom culture, and differentiation.

Learning Walks - Learning Walks are non-evaluative classroom walk-throughs. During a Learning Walk, a teacher, administrator or other staff member observes students in order to answer a question or learn more about student learning. For example, a Learning Walk might answer the question, “Are students engaged?” or “Are students participating in differentiated activities?” or “Do students understand the goal of their learning?”

MAP (Measures of Academic Progress) - The MAP test is administered in Math and Reading to students in grades 3-8. MAP is a computerized adaptive test. This means that the test responds dynamically to each student. The difficulty of each question is determined by the student’s response to the previous question. Adaptive testing captures a child’s current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next. MAP assessments can measure academic growth over time. National norms are available for comparison to individual or group results.

Measures - The District 64 Strategic Plan includes measures. Measures are the tools we will use to share our progress with all stakeholders. For example, measures might be student performance on a standardized test or parent survey data. A summary of our performance on each measure can be found on the District 64 Balanced Scorecard on the District website.

PARCC (Partnership for Assessment of Readiness for College and Careers) - In Spring 2015, the PARCC Assessment replaced the ISAT as the Illinois State assessment. The PARCC is administered to students in 3rd-8th grade and is designed to measure student mastery of the



Common Core Standards in English language arts and mathematics.

RtI (Response to Intervention) - Response to Intervention is a process teachers use to identify and support students with learning and behavior needs. In an RtI Model, all students have access to quality instruction in the general education classroom. Students who struggle are then provided with additional help or more time to improve their learning. This help is called an intervention. Decisions about interventions are based on how students respond to them.

- **Tier 1** - The general education classroom where all student have access to quality, differentiated instruction.
- **Tier 2** - Support for students that is provided in addition to Tier 1, and goes beyond what is provided for all the students. For example, Tier 2 may include small group instruction provided by the classroom teacher or by a literacy teacher / interventionist.
- **Tier 3** - More intensive support that goes beyond what is provided to students in Tiers 1 and 2.

Note: The State of Illinois now refers to the Response to Intervention Model (RtI) as Multi-Tiered System of Instruction (MTSI). For clarity, we are still using the term RtI in District 64's Strategic Plan.

SMART goals - SMART goals are written so that they are Specific, Measurable, Achievable, Realistic, and Timely. Goals written in this way provide a clear picture of what is to be accomplished.

Social Emotional Learning (SEL) - Research shows that students' social-emotional learning is critical to their success. Social-emotional learning includes understanding and managing your emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions (CASEL, <http://www.casel.org>, 2015).

Standards-based reporting - Standards-based reporting makes it clear *what* students are learning and *how well* they are learning. It shares information about student performance and growth related to specific outcomes.

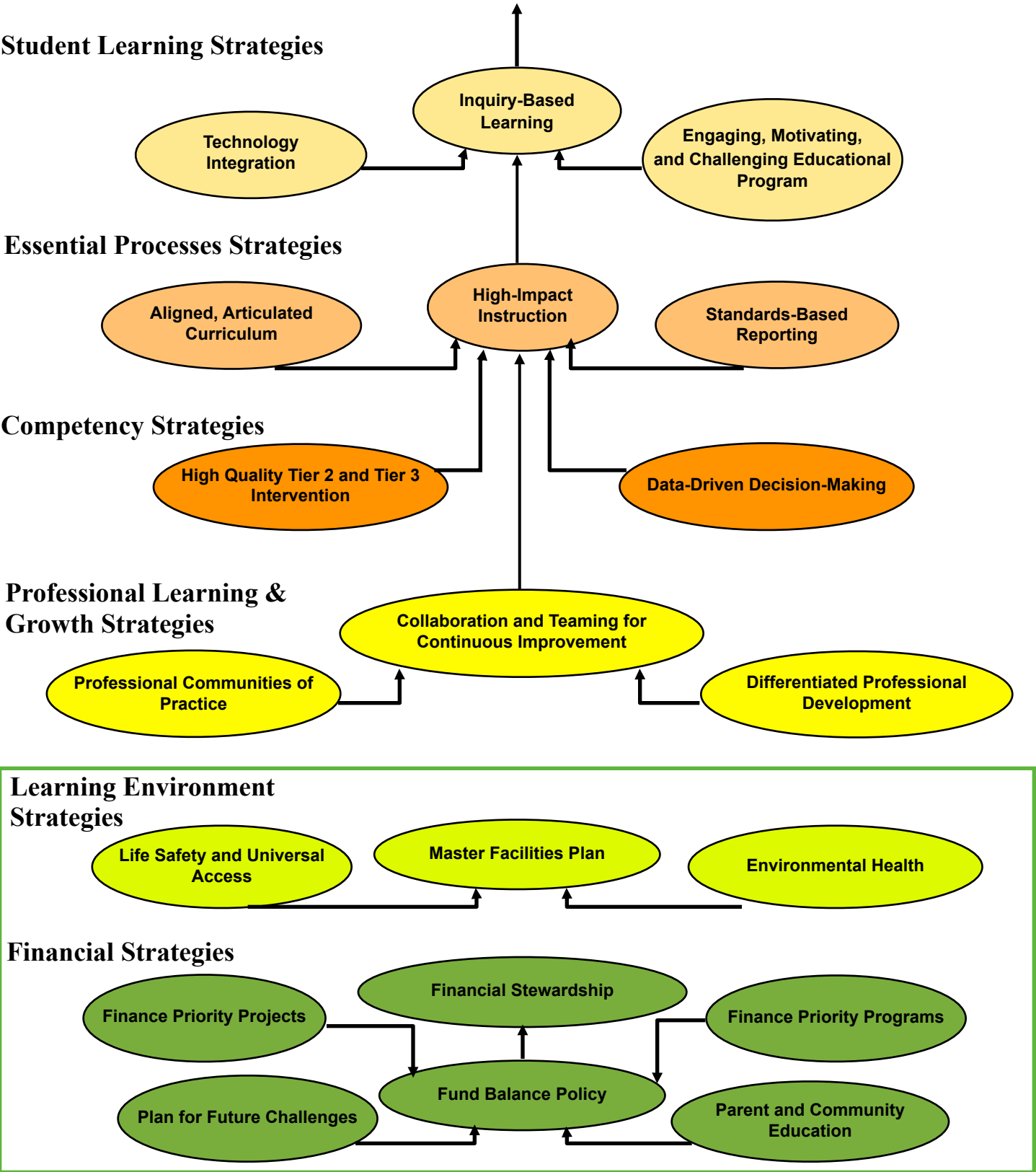
Strategic objective - A strategic objective is a goal. The District 64 Strategic Plan is organized around six strategic objectives. Underneath these broad goals, you can find the strategies, or actions, that we will take to achieve the goals. You will also find a description of desired outcomes and the measures we will use to show our progress.



District 64 Strategy Map

Mission: *Inspire every child to discover, learn, achieve, and care.*

Vision: *Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.*



District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET
		2012	2013	2014	2015	2016	2017	2018	2019	2020	2020
Strategic Objective One: Develop Students Who Master the 4C’s -Communication, Collaboration, Creativity, and Critical Thinking											
A. Engaging, Motivating, and Challenging Educational Program	Learning Walks (non evaluative) - levels of student engagement (UNDER DEVELOPMENT)										100%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-5%
	Student mastery on targets set for Educational Ends assessments										100%
	District 207 high school performance portfolio (UNDER DEVELOPMENT)										
B. Inquiry-Based Learning	Minimum of two inquiry-based learning units at each grade-level (K-8) (UNDER DEVELOPMENT)										18
	Student performance rubric for the 4 C’s: communication, collaboration, creativity, and critical thinking (UNDER DEVELOPMENT)										
C. Technology Integration	Learning Walks (non evaluative) - level of implementation (UNDER										100%

District 64 SCORECARD

	DEVELOPMENT)										
	Teacher self-reporting on BrightBytes questionnaire - Classroom Domain										Ex
	Grades 3-8 students self-reporting on BrightBytes questionnaire - Classroom Domain										Ex
	Survey to Parents regarding 1:1 Chromebook initiative (UNDER DEVELOPMENT)										

District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Two: Provide a Rigorous Education for All Students											
A. Aligned, Articulated Curriculum	% of Curriculum maps for each Core, Encore, and Elective course										100%
	% of documented and online unit plans that include common formative and summative assessments										100%
	Learning Walks (non evaluative) to determine student understanding of learning outcomes/goals										100%
B. High-Impact Instruction	Learning walks (non evaluative) - levels of student engagement										100%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Math (AVAILABLE FALL 2015)										100%
	Student mastery on targets set for Educational Ends assessments										100%
	Social-Emotional Learning indicators (UNDER DEVELOPMENT)										
	5 Essentials (5E) survey for students (grades 6-8) - Ambitious Instruction										5

District 64 SCORECARD

	5 Essentials (5E) survey for students (grades 6-8) - Academic Personalism										5
C. Standards-Based Reporting	Stakeholder satisfaction survey to determine effectiveness of standards-based reporting (UNDER DEVELOPMENT)										
	Parent University exit slips (UNDER DEVELOPMENT)										

District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Three: Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students											
A. High-Quality Tier 2 and Tier 3 Intervention	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-5%
	Spring/Spring analysis of MAP achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-5%
	Tier 2 and Tier 3 intervention participation rates for students with at-risk academic performance										100%
	Special education students serviced in the Least Restrictive Environment (LRE)										65%
B. Data-Driven Decision-Making	Implementation rates of data-based decision-making guidelines by school (fidelity checklists) (UNDER DEVELOPMENT)										8
	PARCC student subgroup analysis for low socioeconomic status (SES) (AVAILABLE FALL 2015)										
	MAP student subgroup analysis for low socioeconomic status (SES) (AVAILABLE FALL 2015)										
	PARCC student subgroup analysis for Students with Disabilities (AVAILABLE FALL 2015)										

District 64 SCORECARD

	MAP student subgroup analysis for Students with Disabilities (AVAILABLE FALL 2015)										
	PARCC student subgroup analysis for English Learners (EL) (AVAILABLE FALL 2015)										
	MAP student subgroup analysis for English Learners (EL) (AVAILABLE FALL 2015)										

District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Four: Foster Effective Communities of Practice Through Professional Development and Staff Support											
A. Collaboration and Teaming for Continuous Improvement	5 Essentials survey data - Collaborative Teachers										5
	5 Essentials survey data - Effective Leaders										5
	District teacher satisfaction survey (UNDER DEVELOPMENT)										
	District parent satisfaction survey (UNDER DEVELOPMENT)										
	Percentage of School SMART goals achieved (UNDER DEVELOPMENT)										
B. Professional Communities of Practice	Participation rates in Communities of Practice										100%
	Communities of Practice fast feedback ratings (UNDER DEVELOPMENT)										
C. Differentiated Professional Development	Participation rates in professional development sequence										100%
	Learning Walks (non-evaluative) data - level of implementation (UNDER DEVELOPMENT)										100%
	Coaching program satisfaction feedback (UNDER DEVELOPMENT)										
	Number of instructional practice requests (UNDER DEVELOPMENT)										
	Teachers self-reporting on BrightBytes questionnaire - Skills Domain										Ex

District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Five: Provide Safe and Secure Learning Spaces to Support 21 st Century Learners											
A. Life Safety and Universal Access	Category A Health Life Safety Survey completion rate										100%
	% of facilities that are compliant with identified ADA accessibility priorities										100%
B. Master Facilities Plan	Annual Master Facilities Plan recommendations and funding Information										5
C. Environmental Health	Student satisfaction with District facilities										90%
	Staff satisfaction with District facilities										90%
	Community satisfaction with District facilities										90%

District 64 SCORECARD

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Six: Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services											
A. Financial Stewardship	Monthly financial reports and investment summaries										60
	Annual long-term staffing projections (UNDER DEVELOPMENT)										5
	Semi-annual long-term financial model projections (UNDER DEVELOPMENT)										10
	Annual financial audit (Unqualified Auditor Opinion)										5
B. Finance Priority Projects	Annual priority project list and financing options										5
	Rubric to assess how classrooms support 21st Century learning (UNDER DEVELOPMENT)										
C. Fund Balance Policy	Days of cash on hand at end of fiscal year										120 days
	Track progress semi-annually on Board extended referendum goal of 2020-21										10
D. Finance Priority Programs	Fund priorities recommended by Program Review Committees										100%
E. Plan for Future Challenges	Adequate space for student enrollment										100%
F. Parent and Community Education	Advisory committees include community volunteers										100%
	Annual updates on investments in student learning and financial challenges										5

District 64 SCORECARD

	District satisfaction survey (UNDER DEVELOPMENT)										100%
--	--	--	--	--	--	--	--	--	--	--	------

To: District 64 Board of Education

From: Jane Boyd, Director of Special Education/Pupil Services
Lori Lopez, Assistant Superintendent for Student Learning

Date: June 8, 2015

Re: Update on Core + Committee

The Core Plus Committee held its first meeting on Monday, June 1. The committee is made up of 18 teachers and 6 administrators. It includes members from all of the schools and all grade levels when possible. We were fortunate to have many people who were interested in participating in this committee. We made an effort to balance the team so that we have representatives from all schools, various roles, and multiple grade levels.

The Committee's ultimate goal is to fully implement the *Response to Intervention* Model. The State of Illinois now refers to the *Response to Intervention Model (RtI)* as Multi-Tiered System of Instruction (MTSI). For clarity, we are still using the term *RtI* in District 64's Strategic Plan. The implementation began in District 64 several years ago. Some of the components of the initiative are already implemented across the district (literacy interventions and individual problem solving). Other essential components, such as math intervention and co-teaching are implemented in some of our buildings.

Response to Intervention is an ISBE mandate. It is a process that teachers use to identify and support students with learning and behavior needs. In an *RtI* Model, all students have access to quality instruction in the general education classroom. Students who struggle are then provided with additional help or more time to improve their learning. This help is called an intervention. Decisions about interventions are based on how students respond to them. In an *RtI* Model, different levels of support are called tiers:

- **Tier 1** - The general education classroom where all student have access to quality, differentiated instruction.
- **Tier 2** - Support for students that is provided in addition to Tier 1, and goes beyond what is provided for all the students. For example, Tier 2 may include small group instruction provided by the classroom teacher or by a literacy teacher / interventionist.
- **Tier 3** - More intensive support that goes beyond what is provided to students in Tiers and 2.

To date, our committee has reviewed the foundational concepts of CORE + and began brainstorming what full implementation of Core + might look like. This was a first draft of a

potential vision. The foundational concepts include: the three-tiered system of instruction, data based decision-making, scientifically research based interventions, differentiated instruction, and problem solving protocols.

We anticipate that the committee will meet for three years. Next year, one of the committee's primary goals is to develop a three-year implementation plan. The work of the Core + Committee is directly aligned to the objectives in the Strategic Plan.