

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE
on
PRESENT STRATEGIC PLAN REPORT

MONDAY, FEBRUARY 22, 2010
6:00 P.M. – 7:30 P.M.

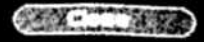
CARPENTER ELEMENTARY SCHOOL – NORTH GYM
300 N. HAMLIN AVENUE

AGENDA

1. CALL TO ORDER AND ROLL CALL
2. PRESENTATION OF STRATEGIC PLAN REPORT
3. ADJOURNMENT



Action 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.

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.



Action 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 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.



Action Plan



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

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

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.



Action Plan

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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.



Action Plan



Strategy V: We will develop and implement plans 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.

Link to the Strategy Document: [District Strategic Plan](#)

Create a document that will define and align proposed change with the mission, parameters and beliefs of the District's Strategic Plan. 1. Define the change in detail and summarize the objectives and how it aligns to the District's parameters and beliefs. 2. Define the measures of success for each objective. 3. Identify the source of the change (i.e., mandated or other). 4. Justify the necessity of the change. 5. Explain how existing jobs, systems and processes will be impacted by the proposed change.

Identify the individuals and groups (stakeholders) impacted by the change. 1. Describe the characteristics of those stakeholders to be impacted by the change that include: A. List who will be impacted, their relevant experience, knowledge, needs and history. B. Describe how they will be impacted. C. Determine when they will be impacted. D. Tendency to support/resist given previous experience with similar changes. E. Workplace or important needs/values not to be compromised. F. Special interests/biases/predispositions to be acknowledged. G. Knowledge about the change(s) in question. H. Predominant communication and/or social style(s). I. Other attributes/characteristics important to acknowledge or address in order to maximize the impact of the change. 2. Propose the best way to address individual stakeholders.

Select the leaders and define their roles and responsibilities for the change. 1. Identify the overall District-level sponsor. 2. Select a project leader(s). 3. Appoint school-level leaders. 4. Establish committee(s) necessary for governance, implementation, communication, conflict resolution, etc. 5. Document scope and responsibilities of each role. 6. For each role above, develop performance expectations, accountabilities and how each will be measured/evaluated.

Establish a timeline with task lists and milestones for implementation. 1. Determine which project management software/template/tool is needed. 2. Draft a timeline that itemizes/lists: A. Individual tasks. B. Contingencies and dependencies. C. Timeframes for each task. D. Milestones and benchmark dates. E. Who is responsible and accountable for each task. F. Who is needed for advice/consultation or needs to be "in the know" for each task. G. How is it known whether each task is on target or at risk of not being done. 3. Review timeline against other District initiatives and ongoing practices to stay aligned. 4. Identify potential project constraints or risks.

Identify and allocate the required materials, resources and equipment to implement the change. 1. Specify the following required to effectively manage the change process: A. Human resources (e.g., people, expertise). B. Tools, technology, etc. (e.g., software, hardware, templates, methods, assessments, etc.). C. Equipment/materials (books, manuals, guides, audio-visual, toolkits, etc.). 2. Determine the funding/budget for #1 above. 3. Document how/when to use the above tools and equipment and how/when to produce and distribute materials.

Implement an ongoing system of listening and communication(s). 1. Develop or select a communication methodology; use existing method if District already has one in place. 2. Partner with District's Public Information Coordinator to determine, document and/or develop the following for each significant, District-wide communication campaign: A. Who are key communicators? Do they have the skills/credibility required to be effective? B. What are the key messages? How do they need to be crafted for maximum effectiveness? C. Why is the message needed? What is the intended outcome of each message? D. When do key messages need to be delivered? E. How or by whom does each key message need to be communicated? Written, voice, face-to-face? F. To whom does each key message need to reach? G. Does the message require a feedback loop? If yes, when and how will the interaction process work? 3. Document lessons learned, successes and opportunities for improvement after each communication campaign. 4. Communicate with the District's Public Information Coordinator the progress to be included in the District's annual reporting to the community at large on the progress of the overall Strategic Plan (e.g., Connections newsletter, "State of the District," etc.)

Identify and select a training approach. 1. Consult with the appropriate department to determine the following: A. Who to train. B. What to train them on. C. Why this training. D. How to train. E. When to train. F. Where to train. G. How to differentiate training. 2. Evaluate training effectiveness and redesign training as necessary.

Develop an ongoing system of evaluation before implementation begins. 1. Monitor the timelines, task lists and milestones for implementation. 2. Using the measures of success in Step 1, determine if the objectives were achieved and if additional measurements are needed in the future. 3. Implement an annual or other periodic review process to make sure the change is successful and if not, propose plans for improvement or cancellation. 4. Report on lessons learned (what went right, what went wrong, what would you do differently).