

Board of Education  
Community Consolidated School District 64

Committee-of-the-Whole on Strategic Plan

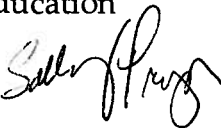
Monday, April 26, 2010  
6:00 p.m. – 7:30 p.m.

Hendee Educational Service Center  
164 S. Prospect Avenue

**AGENDA**

1. Call to Order and Roll Call
2. Recommendation on District 64 Strategic Plan 2010-11 Implementation
3. Adjournment

SP:mw

TO: Board of Education  
FROM: Sally Pryor   
DATE: April 26, 2010  
SUBJECT: Recommendation on District 64 Strategic Plan 2010-11 Implementation

**Background**

At a Committee-of-the-Whole meeting on February 22, the members of the Strategic Planning Team presented the final recommended Strategic Plan to the Board. The plan included a set of 26 action plans designed to implement the five strategies in the Strategic Plan. The action plans were developed by five separate Action Teams of volunteers, who worked through the fall to research and develop steps needed to implement each strategy. The entire set of plans is intended to be five years' worth of work. The Strategic Planning Team also made a recommendation to the Superintendent on the specific action plans that should be considered for implementation during 2010-11, the plan's first year.

With the presentation of the full plan, the work of the Strategic Planning Team and five Action Teams was completed. The Board at the regular meeting on February 22 officially recognized 120 volunteers representing all stakeholders in our vital partnership who participated in the process, including staff, parents and community members.

**Current Activities**

District 64 now has bridged from the planning phase to the beginning of actual implementation of the plan. This marks the transition from the work of willing volunteers to the responsibility of the Board to approve the plan and the District's administration to budget and implement the action plans.

Following the February meeting, the District's administrative team began meeting to: analyze the Strategic Planning Team's recommendations for 2010-11; consider the feasibility in light of other ongoing initiatives; and, develop a detailed budget. Both full-day and half-day sessions were held to focus attention solely on the strategic plan. Through this analysis, the administrative team gained a detailed understanding of the full implications of all the steps identified to implement each action plan.

As part of this work, the administrative team also met with consultant Joe Kaplan, one of the members of Action Team 5 ("Providing Support and Tools for Change") who is a professional in this field. Mr. Kaplan worked with the administrative group on how to help expand connections, create higher trust relationships through collaboration, become engaged in change, and stay focused on success as the plan is implemented in coming years. The administrative team also carefully reviewed the change protocol brought forward as the sole action plan for Strategy 5.

Through this work, the administrative team has come to understand that the plan will be a journey and that all members of the vital partnership must be engaged in some aspect of the plan's implementation. Therefore, we propose calling the Strategic Plan overall a *Journey of Excellence*.

### **Proposal for 2010-11 Action Plans**

The administration now recommends implementation of a set of action plans for 2010-11. All of the plans that were recommended by the Strategic Planning Team are included. In addition, administration has identified several other action plans that either are closely linked to items already slated for implementation or are needed to lay the groundwork for future years. In all, 20 of the total 26 action plans are being scheduled for at least some initial activity in 2010-11.

The chart in Attachment 1 identifies the sequencing of each action plan over the five-year period 2010-11 through 2014-15. The color-coding indicates how each plan moves from readiness activities, implementation with support, and full implementation. For 2010-11, we have identified timing for the start of activities according to trimesters. Timing in future years is less precise, as described below.

Attachment 1 also shows the ongoing initiatives already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2010-11 and future years.

Attachment 2 presents more details about each of the 20 action plans that are scheduled to get underway in the upcoming school year. Budget needs are also identified by strategy. In all, administration is requesting a one-time expenditure of \$283,000 for Strategic Plan related activities in the coming school year.

### **Plans for Staff Involvement**

To accomplish the work required in 2010-11 in each of the strategies and related action plans, the administration discussed various options for engaging staff and other members of our vital partnership. Ideas were discussed with the full Administrative Council, curriculum specialists and the Park Ridge Education Association (PREA) Executive Board.

To involve everyone in this *Journey of Excellence*, we plan to have all District 64 certified staff and administrators work on implementation of some aspect of the Strategic Plan. Staff members' interests, talents and passions will be taken into consideration as we plan their involvement in activities going forward. In addition to using release time during the day for certified staff to work on the strategic plan, we are proposing that some Staff Development Wednesdays and Institute Days also will be used for this work. In this way, we hope to reduce the amount of time teachers are out of the classroom, while still moving forward with the plans.

### **Budget Implications**

The budget of \$283,000 is a one-time expense; no personnel will be added. The financial projections presented by the District's outside consultant on February 8 developed a "strategic staffing case" estimating new, annual expenditures of up to \$500,000 for action plan implementation with no adverse impact on the long-range financial forecast and fund balance policy objectives.

Administration, therefore, believes the \$283,000 requested for first year strategic planning implementation can be added to the 2010-11 budget now being prepared with no significant impact. As a further fail-safe, because the costs are not linked to hiring of personnel, strategic planning activities could be delayed during the year, should an urgent need to curtail spending arise unexpectedly. Further, a budget will be developed each

year to cover the action plans to be scheduled giving maximum control over planned expenditures.

### **Implementation in Future Years**

As noted on Attachment 1, the administrative team has developed a tentative implementation schedule for all the action plans over the five years of the plan through 2014-15. Each spring, administration will prepare a detailed recommendation on the work to be completed on the action plans for the next school year along with a budget for these tasks. This recommendation and budget will be presented to the Board for review and approval.

Action plans that have staffing components, such as technology coaches in Strategy 1 and differentiation coaches in Strategy 3, would be carefully reviewed and discussed using the regular procedures typically followed by administration when requesting any staffing change.

For example, a Committee-of-the-Whole ideally would be scheduled in January or February 2011 to share options developed by the administration for the 2011-12 school year strategic planning activities. This would allow the activities and budget to be considered within the District's overall financial needs and in light of other existing initiatives. The same procedure will be repeated for each year of the plan.

In addition, it is likely that the strategic plan would be officially reviewed after about two years as recommended in the Cambridge Strategic Services model. This formal review allows the plan to be adjusted based on the experiences to date in implementing the action plans and to reflect societal changes that may have impacted the District since the plan was adopted.

### **Monitoring Progress**

A regular cycle of reporting on progress toward activities in each action plan and budgeted expenditures also will be established. As part of our facilitation services with Cambridge, the District receives access to software for performance reporting. We expect to utilize these formats to track progress and share regular reports with the Board and community, most likely at periodic Committee-of-the-Whole meetings.

In addition, we envision that the change protocol identified in Strategy 5 will be embedded into the execution of most of the other action plans. In this way, a standard protocol to design, implement and assess proposed changes can become an expected component of the readiness activities period prior to implementation of each action plan.

### **Next Steps**

Following the in-depth discussion at the April 26 meeting, administration intends to bring forward two separate motions for adoption at the May 10 meeting:

- **Approval of District 64 Strategic Plan** – This includes the full plan consisting of Beliefs, Mission, Objectives, Parameters, Strategies and Action Plans as shown on Attachment 3. This is the same plan presented to the Board on February 22, with no changes. As recommended by Cambridge, the specific steps that appear under each Action Plan are not included for the Board's approval. This gives some administrative flexibility in the execution of the plans while focusing the Board's oversight on achievement of results. The approval on May 10 will be the only time the Board will

approve the full Strategic Plan until a formal update is completed in about two years, as previously noted.

- **Approval of 2010-11 Implementation Schedule and Budget** – This approval will include the strategies and action plans identified for initial activity in the coming year as identified on Attachment 2, along with the total budget request of \$283,000.

### **Transforming the Plan into Reality**

On June 16-17, planning facilitator Dr. Howard Feddema will return to work with all District 64 administrators, our internal facilitator, and incoming Superintendent Philip Bender to begin the important process of fusing accountability for the action plans into the mutual accountabilities of all administrators. Specific responsibilities for implementation of the 2010-11 components also will be assigned to each administrator. These will become part of each administrator's goals and subsequent evaluation for the coming year. This process integrates the strategic plan into each administrator's ongoing operational responsibilities to concentrate the District's efforts on our mission and beliefs.

Communications outreach also is being developed to share the approved Strategic Plan and the 2010-11 activities with staff, parents and community members. As we know, a *Journey of Excellence* will require the collaboration of all our partners to be successful.

### **Summary**

I would like to thank the members of the current and previous Boards for your enthusiasm and support of the strategic planning effort, and to the many volunteers who contributed time and expertise this past year. District 64 is fortunate to have the willingness and support of all members of the partnership as well as the financial resources to begin what will be a transformative journey. The approval of the Strategic Plan and the specific projects for 2010-11 will set a course for continued excellence in our schools well into the future. What an exhilarating time to be in District 64!

**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

Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.				
Action Plan	Activities	Timeline	Budget	
1	Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.	<ul style="list-style-type: none"> <li>Finalize scope and sequence of technology skills</li> <li>Identify and/or develop learning activities and projects that technology skills can be integrated with</li> <li>Develop assessments to measure tech skills</li> <li>Determine equipment and on-line resource needs for delivering curriculum</li> </ul>	Fall 2010 – Expand Tech Action Team comprised of teachers, technologists and community members and begin work June 2011 – Complete curriculum and assessments	Funds will be used to pay substitutes to release teachers to work on curriculum development and to purchase necessary equipment and on-line resources to have consistently deliver curriculum.
2	Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.	<ul style="list-style-type: none"> <li>Establish minimum levels of staff proficiency needed to implement new curriculum</li> <li>Survey staff on current levels of proficiency</li> <li>Develop staff development plan to support teachers in acquiring technology proficiency</li> </ul>	Spring 2011 – Tech Action Team determines specific proficiencies, develops and administers survey Summer 2011 – Plan staff development opportunities for 2011-12	Funds will be used to pay substitutes to release teachers to work on staff proficiencies and staff development plan.
3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.	<ul style="list-style-type: none"> <li>Determine staffing needs to support implementation of new curriculum</li> <li>Develop job responsibilities for technology coaches</li> </ul>	Spring 2011 – Plan for technology coaches	(Funds to employ technology coaches will not be needed until 2011-12.)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District.	Complete the purchase and installation of network infrastructure upgrades	Spring & Summer 2010 – Purchase and begin installation of equipment	(Funding will be drawn from District 2009-10 budget and private donation; the remainder is included in this strategic plan budget 2010-11.)
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.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a review and monitoring procedure for implementation of new technology curriculum</li> </ul>	Winter 2011 – Form committee and define committee's responsibilities Spring 2011 – Develop procedures for review and monitoring	Funds will be used to release teachers serving on TIC.
8	Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a procedure for investigating new technologies</li> <li>Determine how and when to communicate ideas to Board and TIC</li> </ul>	Spring 2011 – Begin development of committee	No funds required.
TOTAL STRATEGY I: \$193,000				

Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.				
Action Plan		Activities	Timeline	Budget
1	Grades K-2 students will set goals with adult guidance.	K-2, 3-5 and 6-8 committees will begin to create developmentally appropriate formats and procedures for student goal setting	Fall 2010 - Form committees and define committees' responsibilities  Winter & Spring 2011 - Committees develop format for goal setting	Funds will be used to pay substitutes to release teachers to work on goal setting format.
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.			
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.			
TOTAL STRATEGY II: \$20,000				

Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.			
Action Plan		Activities	Budget
1	Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.	<ul style="list-style-type: none"> <li>Inform community about strategic plan</li> <li>Establish a District/Community team</li> <li>Identify current partnerships</li> <li>Conduct focus groups</li> </ul>	Funds will be used for meeting expenses and publications.
3	Improve the collaborative relationship between District 64 and families who do not speak English.	<ul style="list-style-type: none"> <li>Conduct needs assessment</li> <li>Utilize available technologies to begin offering communications on website in Polish and Spanish</li> </ul>	Funds will be used to conduct needs assessment and purchase resources for translation.
TOTAL STRATEGY III: \$5,000			



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

Action Plan		Activities	Timeline	Budget
1	Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.	<ul style="list-style-type: none"> <li>Establish working groups for identifying Power Standards in each curriculum area and provide training</li> <li>Begin working on identifying Power Standards</li> <li>Revise curriculum brochures and website</li> </ul>	<p>Fall 2010 – Determine who will work in each curricular area and provide training</p> <p>Winter &amp; Spring 2011 – Committee works on identifying Power Standards</p> <p>Summer 2011 – Prepare to share Power Standards with parents &amp; community</p>	Funds will be used to pay substitutes to release teachers to work on identifying Power Standards.
2	Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.	<ul style="list-style-type: none"> <li>Establish hiring standards for differentiation</li> <li>Adapt hiring practices to recruit candidates with strong backgrounds in differentiation</li> </ul>	<p>Winter 2011 – Establish hiring standards for differentiation and make changes to application, interview questions, etc.</p> <p>Spring &amp; Summer 2011 – Utilize new hiring practices for differentiation</p>	Funds will be used to revise District on-line application process.
3	Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.	<ul style="list-style-type: none"> <li>Plan staff development to provide an overview of differentiated instruction</li> <li>Develop staff survey to assess specific staff development needs for differentiation</li> </ul>	Spring & Summer 2011 – Plan staff development that will be provided in 2011-12	None.
4, 5	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.	<ul style="list-style-type: none"> <li>Determine staffing needs for peer coaches to support implementation of differentiation</li> <li>Develop job responsibilities for differentiation coaches</li> </ul>	Spring 2011 – Plan for differentiation coaches	(Funds to employ differentiation coaches will not be needed until 2011-12.)
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.	Develop common pre and post assessments for Power Standards as they are identified	<p>Fall 2010 – Train curriculum committees how to develop common assessments as part of the Power Standards work</p> <p>Winter &amp; Spring 2011 – Committees works on developing common assessments</p>	No additional funds will be needed to develop common assessments as part of the Power Standards project.
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day.	Incorporate critical thinking, creative expression and problem solving into the development of Power Standards and common assessments in each curricular area.	Winter & Spring 2011 – Committee works on incorporating these as part of Power Standards work	No additional funds will be needed to develop as part of the Power Standards project.

<p><b>11</b></p> <p>Use data over time as an indicator for instructional change.</p>	<ul style="list-style-type: none"> <li>▪ Provide additional training on data analysis</li> <li>▪ Establish District and school improvement goals for the year based on multi-year data</li> <li>▪ Help grade level teams and departments set improvement goals based on beginning of the year student data</li> </ul>	<p>Summer 2010 – Provide training on data analysis for building QITs</p> <p>Fall 2010 – Support QITs and grade level teams and departments in development of improvement goals</p>	<p>Funds will be used to provide release time for training and support.</p>
			<p><b>TOTAL STRATEGY IV: \$55,000</b></p>

<p><b>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.</b></p>			
Action Plan	Activities	Timeline	Budget
<p><b>1</b></p> <p>Put into practice a protocol of designing, implementing and assessing proposed changes.</p>	<ul style="list-style-type: none"> <li>▪ Develop specifics of change protocol</li> <li>▪ Utilize change protocol to plan implementation of each strategy</li> <li>▪ Introduce Strategic Plan and work that needs to be accomplished using change protocol</li> </ul>	<p>Summer 2010 – Finish development of change protocol</p> <p>Fall 2010 – Communicate strategic plan to all stakeholders and engage involvement in 2010-11 Strategic Plan work</p>	<p>Funds will be used for publications and resources related to communications efforts.</p>
			<p><b>TOTAL STRATEGY V: \$10,000</b></p>

**TOTAL BUDGET REQUIRED FOR ALL 2010-11 WORK: \$283,000**

**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.