BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE on STRATEGIC PLAN

MONDAY, APRIL 25, 2011
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 2011-12 IMPLEMENTATION

3. ADJOURNMENT

PB:mw

TO: Board of Education

FROM: Dr. Philip Bender, Superintendent
     Bernadette Tramm (Strategic Plan Internal Facilitator)

DATE: April 25, 2011

SUBJECT: Recommendation on District 64 Strategic Plan 2011-12 Implementation

At its core, the Strategic Plan is intended to help District 64 accelerate the positive changes that will help us do more for students – by improving classroom instruction through the advanced use of technology and focusing on priority standards, by helping every student set personally challenging goals, and by strengthening connections within our partnership through authentic service learning tied to our civil behavior initiatives. The plan offers an unparalleled opportunity for District 64 to focus staff expertise and resources on those strategies we know will have the greatest benefit to improving education for current and future students. The plan has had an impressive start in 2010-11, with more than 400 staff members fully engaged in activities. This report identifies the activities and budget needed to build upon this momentum as we move into Year 2.

Background
The Board of Education officially adopted a Strategic Plan for District 64 on May 10, 2010, which included beliefs, mission, objectives, parameters, strategies, and action plans designed to implement the five strategies. (Attachment 1) This was the culmination of more than two years of effort by more than 120 volunteers representing all stakeholders in our vital partnership, including staff, administrators, Board members, parents and other community members. The plan was named a *"Journey of Excellence"* to highlight the minimum five-year schedule to implement all facets of the plan. Also in May, the Board authorized the first year of activities on a set of action plans for 2010-11 along with a budget of $195,000.

Both informal and official progress reports have been made to the Board this year on the specific steps accomplished on these activities. All District 64 certified teachers, curriculum specialists and administrators – about 400 employees in total – are participating in Strategic Plan activities this year. Because of this "all in" engagement, the plan truly has become a shared "journey" for all District 64 staff.

Second Year of Implementation 2011-12
As envisioned when the plan was adopted, the Board will be asked to consider a schedule of implementation activities and budget for the upcoming year each spring. This cycle allows the Strategic Plan budget to be smoothly integrated into the District's tentative budget draft. This cycle also allows an appropriate Staff Development calendar to be arranged for the year ahead to accommodate Strategic Plan meeting needs.

The ESC administrative team, Administrative Council and the strategy leadership group have been meeting regularly this spring to plan activities in light of the work that has been accomplished thus far on the action plans, other District initiatives, and budget impact.

The administration now recommends implementation of a set of action plans for 2011-12. In all, 21 of the total 26 action plans are being scheduled for activity in the second year. The chart in Attachment 2 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. This attachment also shows the other initiatives that are already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2011-12 and future years. Most of these activities are directly related to specific parameters within the Strategic Plan, such as maintaining safe learning environments, fulfilling financial commitments, and supporting high student performance.

Attachment 3 presents a detailed overview of the five strategies, with the action plans and budget identified for each. A more detailed report on the proposal for a Technology Coach Pilot (Strategy I, Action Plan 3) is included as Attachment 4. In all, administration is requesting a budget of $325,990 for Strategic Plan implementation activities in the coming school year.

Plans for Staff Involvement
Based on the success of this year's approach, administration plans to continue for a second year having all District 64 certified staff and administrators work on implementation of some aspect of the Strategic Plan. We again propose utilizing a combination of some Staff Development Wednesdays and Institute Days to be dedicated to Strategic Plan work. Although some tasks by some groups will occasionally require release time for teachers during the day, we hope to continue using this sparingly to reduce the amount of time teachers are out of the classroom.

Budget Implications
As established when the Strategic Plan was implemented, a budget will be developed each year to cover the action plans being scheduled. This allows the activities and budget to be considered within the District's overall financial needs and in light of other existing initiatives. This gives the Board maximum control over Strategic Plan expenditures and the pace of activities to be undertaken year-by-year.

The budget recommended for 2011-12 is $325,990 and is detailed by strategy as noted on Attachment 3. This cost includes personnel included in the Technology Coach Pilot as well as supplies and other expenditures for all strategies.

The District's long-range financial projections update prepared by the District's outside consultant and Business Manager Becky Allard was presented to the Board on February 14. The projections included a "strategic staffing case" scenario that incorporated new, annual expenditures of up to $400,000 for four years for Strategic Plan implementation with no adverse impact on the long-range financial forecast and the Board's fund balance policy objectives.

In addition, the 2010-11 strategic plan budget of $195,000 will be significantly underspent. It is likely that almost $100,000 will not be used, due to a combination of factors. First, some funds projected to be needed for supplies, release time and other support instead were reallocated from within the 2010-11 District budget. In addition, the all-District work sessions that were included as part of the District's Staff Development schedule were used extremely effectively by the strategy committees; this reduced the need to release teachers

2

from classrooms to complete tasks. Finally, some funding that was conservatively set aside for activities proved not to be needed during the first year, and has been moved into later years of the plan.

Based on this substantial underspending for 2010-11, the long-range projections, and conservative estimates for the upcoming year, administration believes that the requested budget for Year 2 strategic planning implementation can be added to the 2011-12 District budget now being prepared with no significant impact.

Looking Ahead
A unique feature of the Strategic Plan is the change protocol (Attachment 5), which identifies eight steps that are critical to the successful implementation of changes proposed in District 64. The protocol is being used by all the strategy teams as well as administrators when thinking about changes emanating from the Strategic Plan as well as for school and existing District initiatives. Its use will continue to expand in coming years as leaders and staff members further appreciate how easily it can be applied to a wide variety of situations.

In addition, as recommended in the Cambridge Strategic Services model initially used to draft the Strategic Plan in 2009, the Strategic Plan should be holistically reviewed after about two-three years. This formal review allows the plan to be adjusted based on the experiences to date in implementing the action plans and to reflect changes in educational standards, mandates, funding and other societal changes that may have impacted the District since the plan was developed. The administration recommends working with the newly reorganized Board of Education later this spring to consider the timing and scope of such a review.

Monitoring Progress and Next Steps
During the 2010-11 school year, administration provided frequent updates about implementation activities as well as formal, detailed progress reports each trimester to the Board on activities in each action plan. The District's website remains a focal point to collect information on the plan. A regular schedule of both informal and formal progress reports will be maintained during the second year of implementation.

Following the in-depth discussion at the April 25 meeting, and any needed follow up to Board questions, administration intends to bring forward a motion to adopt the implementation schedule and budget for the 2011-12 school year at the May 9 meeting.

District 64 has begun a transformative journey that focuses the District's resources and energies on implementation of its Strategic Plan. Administration would again like to thank the members of the current and previous Boards for support of the strategic planning effort, the many volunteers who so willingly contributed their expertise to help shape the plan, and all District 64 staff members who have participated in implementation activities this year.

Park Ridge-Niles School District 64

Strategic Plan

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

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.

OBJECTIVES

All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.

Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents, and interests.

PARAMETERS

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 Plan 2:		Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.
Action Plan 3:		Improve the collaborative relationship between District 64 and families who do not speak English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Park Ridge-Niles School District 64
"A Journey of Excellence" – Strategic Plan Implementation Schedule 2011-12

YELLOW = Readiness Activities   ORANGE = Implement with Support   GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15
1. Accelerating the Advanced Use of Technology	1 Curriculum scope & sequence	Yellow	Pilot	Orange	Orange	Green
	2 Staff proficiency standards	Yellow	Yellow	Orange	Green	Green
	3 Resources/peer coaches	Yellow	Pilot	Orange	Orange	Green
	4 Management of schools		Yellow	Orange	Orange	Green
	5 Communications w/community		Yellow	Orange	Orange	Green
	6 Network infrastructure	Orange				Orange
	7 TIC (Tech Implementation Comm)	Yellow		Green	Green	Green
	8 BATC (Bd Adv Tech Comm)		Yellow	Orange	Orange	Green
2. Model for Personal Student Goals	1 Grades K-2	Yellow	Pilot	Orange	Green	Green
	2 Grades 3-5	Yellow	Pilot	Orange	Green	Green
	3 Grades 6-8	Yellow	Pilot	Orange	Green	Green
3. Collaboration within Our Partnership	1 Engage partners	Yellow	Yellow	Orange	Green	Green
	2 Service learning			Pilot	Orange	Green
	3 Non English-spkg families	Yellow	Yellow	Orange	Green	Green
4. Expectations for Student Learning and Instructional Practices	1 Develop Priority Standards	Yellow	Staff Dev	Orange	Green	Green
	2 Hiring differentiation experience	Yellow	Pilot	Orange	Green	Green
	3 Staff dev on differentiation		Yellow	Orange	Green	Green
	4 Plan differentiation peer coaches		Yellow	Orange	Green	Green
	5 Implement differentiation peer coaches			Pilot	Orange	Orange
	6 Pre/post common assessments	Yellow	Orange	Orange	Green	Green
	7 Develop differentiated lessons			Orange	Orange	Green
	8 Implement differentiated lessons			Orange	Orange	Green
	9 Critical/creative/pbm-solving skills	Yellow	Staff Dev	Orange	Green	Green
	10 Student progress reporting			Yellow	Orange	Green
	11 Data-driven instruction	Yellow	Orange	Orange	Green	Green
5. Support & Tools for Change	1 Utilize change protocol	Orange	Orange	Orange	Orange	Orange
Existing Initiatives	RtI	Yellow	Orange	Orange	Green	Green
	RtI: Special Ed Eligibility	Yellow	Orange	Green	Green	Green
	Implement K-5 reading framework	Orange	Orange	Green	Green	Green
	Implement new gds 1-5 writing pgm	Orange	Orange	Orange	Green	Green
	Implement MS reading framework/curr	Orange	Orange	Green	Green	Green
	Teach learning strategies (all content areas)	Orange	Orange	Orange	Green	Green
	Gifted identification review	Yellow	Green	Green	Green	Green
	Update teacher evaluation tool		Yellow	Orange	Green	Green
	Plan/hire for admin retirements	Yellow	Yellow	Yellow	Orange	Orange
	Admin staffing study	Yellow	Green	Green	Green	Green
	Wellness Benefit Fair	Green	White	Green	White	Green
	RFPs contracted services	Green	Orange	Yellow	Yellow	Green
	Conversion to Skyward	Orange	Orange	Green	Green	Green
	New Superintendent orientation	Green	Green	Green	Green	Green
	Facility Study	Yellow	Yellow	Orange	Orange	Green
	Budget planning & review	Orange	Orange	Orange	Orange	Orange
	Contract negotiations	Orange	Yellow	Green	Green	Green
	Board orientation	Yellow/Orange/Yellow	Green	Green/Yellow	Orange	Green/Yellow

April 25, 2011

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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. **Leader: TERRI BRESNAHAN;** **Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities:** • Continue to develop learning activities that integrate the NETS for Students (National Education Technology Standards) and the scope and sequence • Committee members begin implementation of learning activities • Develop assessments to measure tech skills as they relate to these activities. Assessments for technology will be aligned with the common assessments developed as part of Strategy IV. • Prepare recommendations for District-wide implementation of learning activities for future years	**Fall 2011** – Learning activities to be implemented by the Advanced Technology Committee **Winter 2012** – Work continues **Spring 2012** –Preparation for implementing learning activities and assessments District-wide for future years	**2011-12 Budget – $3,300** Possible release time as necessary to complete work $2,300 Supplies $1,000
2 Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen. **Leader: TERRI BRESNAHAN** **Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities:** • Carry out staff development plan based on data from staff survey and the parameters of the technology coaching pilot • Establish minimum technology usage guidelines based on the NETS for Teachers (National Education Technology Standards)	**Summer 2011** – Plan staff development opportunities for 2011-12 **Fall 2011** – Implement staff development plan and technology coaching pilot **Winter 2012** – Establish minimum technology usage guidelines. **Spring 2012** – Perform a post-survey for all teachers to determine growth and assess the PD plan	**2011-12 Budget – $0** No additional funds required.

#		2011-12 Activities		2011-12 Budget
3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium. **Leader: TERRI BRESNAHAN** **Assist: ESC Team**	**2011-12 Activities:** • Implement and assess the technology coaching pilot program • Continue to provide professional growth opportunities in the area of technology • Explore independent online learning opportunities in the area of technology	**Fall 2011 –** • Implement technology coach pilot program • Continue to offer professional growth in the area of technology • Explore independent online learning opportunities **Winter 2012 –** Assess pilot program and other resources for professional growth in the area of technology **Spring 2012 –** Determine future steps for 2012-13 in regards to technology coaches and other resources	**2011-12 Budget – $210,540** Funds to employ technology coaches for the pilot program and funds for other resources as recommended by the Technology Implementation Committee (TIC) $195,000 10 additional days per coach $10, 540 Possible release time as needed for pilot school teachers to work with coaches $5,000
4	**Utilize available technology to manage our schools more efficiently and effectively.** **Leader: TERRI BRESNAHAN** **Assist: ESC Team**	**2011-12 Activities:** • Research web-based applications to collaborate and communicate among staff (District intranet). Tie in with Strategy III and IV.	**Fall 2011 –** Research possible solutions for online communications system (District intranet). **Spring 2012 –** Prepare for a summer implementation of an online communication system.	**2011-12 Budget – $25,000** Funds will be used to purchase an online system for communication among staff $25,000 (approximately)

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

#	Goal / Leader	2011-12 Activities	Timeline	Budget
5	Utilize technology to inform and communicate with the community. **Leader: TERRI BRESNAHAN/BERNADETTE TRAMM Assist: ESC Team**	**2011-12 Activities:** • Update the Board of Education web site and consider electronic distribution of Board of Education meeting materials. • Web pages will be used as a tool for parents/students to access the classroom	**Fall 2011 –** • Provide further training for teachers to create and maintain their classroom web sites. • Research options for electronic board packets. **Winter 2012 –** Establish minimum usage guidelines for teacher web sites	**2011-12 Budget – $15,000** Funds for any hardware or online programs necessary for electronic board packets and training for board members $15,000 (approximately)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District. **Leader: GERRY BERKOWITZ Assist: Terri Bresnahan**	**2011-12 Activities:** • Have a technology audit conducted by an outside consultant to determine areas of need for the district's infrastructure and technology support for the District	**Summer 2011-** Begin audit by outside consultant. **Fall 2011 –** Review completed audit and plan for the next year.	**2011-12 Budget – $0** Funds from the 2010-2011 technology department budget will be used for the audit.
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. **Leader: TERRI BRESNAHAN Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities:** • Monitor and review technology learning activity implementations • Review and make recommendations for District hardware and software purchases for next year • Review policies related to technology usage in the District for staff and students	**Fall 2011 –** Monitor and review technology activity implementations. Review and update policies related to technology usage. **Winter 2012 –** Review hardware and software inventory in the district to make recommendations for next year. **Spring 2012 –** Finalize hardware recommendations	**2011-12 Budget – $3,450** Funds will be used for possible release time for this committee to meet $3,450

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

| 8 | Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

Leader: PHIL BENDER
Assist: Terri Bresnahan | 2011-12 Activities:
■ Investigate, design and staff the committee
■ Develop a procedure for investigating new technologies
■ Determine how and when to communicate ideas to Board and TIC | Spring 2012 – Begin development of committee | 2011-12 Budget – $0
No additional funds required. |

TOTAL STRATEGY I: $257,290

4

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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
	Overall Leader: Tim Gleason	Goal setting will be piloted by teachers/staff members at each grade level band. Pilot will include Strategy II committee members and teachers who will be guided by committee members.		**2011-12 Budget – $14,000** Funds will be used to pay substitutes to release teachers to work on goal setting formats $9,000 Pilot web-based tools to monitor student goal setting and assess student progress $4,000 Supplies $1,000
1	Grades K-2 students will set goals with adult guidance. **Leader: Marcy Canel**	Grades K-2 committee will begin to create developmentally appropriate formats and procedures for student goal setting **2011-12 Activities:** A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process. B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community. C. Investigate tools to monitor student goal setting to review and assess student progress. D. Explore ways to enhance on-going communication and collaboration with stakeholders. E. Goal-setting format will be age appropriate, and will synchronize with other grade bands. F. Determine how parent-teacher conferences will incorporate student goal setting.	**2011-12 Timeline:** A. **Fall, Winter, Spring/Summer –** Begin to develop a goal setting curriculum and materials for students, parents and staff. B. **Fall, Winter, Spring –** On-going as part of District overall Strategic Plan communications. C. **Fall –** Develop a means for students, teachers and parents to monitor student goal setting. D. **Fall, Winter, Spring –** Explore available communication tools to monitor student goal setting including communication technology. E. **Spring/Summer –** Develop processes transitioning students from K-2 to 3-5 goal setting format and from	

5

			3-5 to 6-8 format. F. **Spring** – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.
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. **Leader: Kim Nasshan**	Grades 3-5 committee will begin to create developmentally appropriate formats and procedures for student goal setting **2011-12 Activities:** A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART (Specific, Measurable, Attainable, Realistic & Timely) goals. B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community. C. Investigate tools to monitor student goal setting to review and assess student progress. D. Explore ways to enhance on-going communication and collaboration with stakeholders. E. Goal-setting format will be age appropriate, and will synchronize with other grade bands. F. Determine how parent-teacher conferences will incorporate student goal setting. G. Students will take increased responsibility for articulating progress toward achieving personal student goals and discussing them in parent- teacher- student	**2011-12 Timeline:** A. **Fall, Winter, Spring/Summer** – Begin to develop a goal setting curriculum and materials for students, parents, and staff. B. **Fall, Winter, Spring** – On-going as part of District overall Strategic Plan communications. C. **Fall** – Develop a means for students, teachers and parents to monitor student goal setting. D. **Fall, Winter, Spring** – Explore available communication tools to monitor student goal setting including communication technology. E. **Spring/Summer** Develop processes transitioning students from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. **Spring** – Evaluate completed goal setting

| 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. **Leader: Tim Benka** | Grades 6-8 committee will begin to create developmentally appropriate formats and procedures for student goal setting | conferences. |

conferences.

pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.

G. **Spring** - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.

2011-12 Timeline:
A. **Fall, Winter, Spring/Summer –** Begin to develop a goal setting curriculum and materials for students, parents and staff.
B. **Fall, Winter, Spring –** On-going as part of District overall Strategic Plan communications.
C. **Fall –** Develop a means for students, teachers and parents to monitor student goal setting.
D. **Fall, Winter, Spring –** Explore available communication tools to monitor student goal setting including communication technology.
E. **Spring/Summer –** Develop processes transitioning students

2011-12 Activities:
A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART - Specific, Measurable, Attainable, Realistic & Timely) goals.
B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.
C. Investigate tools to monitor student goal setting to review and assess student progress.
D. Explore ways to enhance on-going communication and collaboration with stakeholders.
E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.
F. Determine how parent-teacher conferences

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

	will incorporate student goal setting. G. Students will take increased responsibility for articulating progress toward achieving personal student goals and leading parent-teacher-student conferences.	from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. **Spring** – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences. G. **Spring** - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.	

TOTAL STRATEGY II: $14,000

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	Timeline	Budget
1	Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience. **Leader: PHIL BENDER** **Assist: Kevin Dwyer, Bernadette Tramm, Joel Martin, _____ (elementary principal)**	**2011-12 Activities:** ■ Build understanding of and support for service learning (Action Plan 2) by raising awareness of all members of partnership ■ Foster existing District 64 SL activities as part of raising awareness ■ Plan and conduct meetings with community groups to expand awareness of SL, explain District 64 needs and identify opportunities ■ Outreach to parents and general community on SL ■ Create database library for staff of existing SL staff efforts and available community projects; update periodically ■ Maintain regular outreach to community groups to update opportunities ■ Survey teachers on understanding and awareness of SL ■ Use teacher survey data to plan for opportunities to raise teacher awareness and build understanding ■ Connect with Strategy I/Technology on intranet to share SL information ■ Connect with Strategy II/Personal Student Goals on possible SL link ■ Connect with Strategy IV/Student Learning to identify opportunities to blend SL into curriculum units ■ Provide staff development on SL for volunteer teachers ■ Use Change Protocol to assist in identifying the impact, timeline, resources and communication needs for	**Summer 2011 –** ■ Plan community group meetings ■ Research database formats ■ Plan staff outreach ■ Plan for outreach to parents/community **Fall 2011 –** ■ Conduct community group meetings ■ Create initial database library for staff on opportunities and to highlight existing SL projects ■ Connect with Strategy I, II & IV committees ■ Survey teachers about awareness of SL ■ Highlight existing SL activities through DVD presentation at building meetings ■ Begin outreach to parents/community **Winter 2012 –** ■ Review staff survey data and create awareness activities ■ Continue outreach to parents/community	**2011-12 Budget: $8,500** Funds will be used for SL training opportunities for teachers, to release teachers to create SL committee and plan SL pilot, and for outreach support $7,500 Supplies $1,000

9

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

		a pilot with volunteer teams of teachers in 2012-13	**Spring 2012 –** ■ Create teacher committee and plan for pilot next year ■ Provide SL training opportunities for teachers	
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.	**2011-12 Activities:** No Activities Planned		
3	Improve the collaborative relationship between District 64 and families who do not speak English. **Leader:** _____ **(Director of Pupil Services)** **Assist: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh**	**2011-12 Activities:** Review needs assessment data from spring 2011 survey of TPI families; plan action steps based on identified needs; provide Google translator service on website in identified languages including Polish and Spanish; create new website page to provide info to parents and connect with ISBE resources	**Summer 2011 –** Work with Tech Dept to add Google translator to District/school websites; create new ELL website page to provide info to parents and connect to ISBE resources **Fall 2011 –** Review needs assessment and plan activities **Winter/Spring 2012 –** Implement as needed	**2011-12 Budget: $2,000** Possible cost of additional translation services for key materials or purchase of materials, if identified in needs assessment $2,000
				TOTAL STRATEGY III: $10,500

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 Priority Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving. **Leader: DIANE BETTS** **Assist: Curriculum leaders and** Reading – Katie Kelly Writing – Dan Walsh Math – Social Studies – Science – Kevin Dwyer	**2011-12 Activities:** ▪ Use the Change Protocol to assist in identifying the impact, timeline, resources and communication needs for beginning implementation of the Priority Standards. ▪ Share Priority Standards with all staff ▪ Determine when Priority Standards will be implemented in each area and communicate timeline to staff ▪ Determine what implications standards have for new textbooks, etc. ▪ Form Math Curriculum Review Group to develop recommendations regarding implementation of Math Priority Standards tied to new Common Core Math standards ▪ Determine what staff development is needed to help teachers implement standards ▪ Begin to provide staff development on Priority Standards ▪ Determine when to revise curriculum brochures and website	**Fall 2011 –** Begin to share Priority Standards with staff members utilizing Building Meetings and District Grade Level/Dept Meetings Form Math Curriculum Review group **Winter 2012 –** Math Group continues working Continue to share Priority Standards with staff and provide needed staff development **Spring 2012 –** Make decisions on changes to curriculum brochures and website	**2011-12 Budget – $10,125** Release time for Math Curriculum Review Group to meet and develop recommendations for implementation of Common Core Math standards $8625 Possible redesign of curriculum brochures/website $1,500
2 Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education. **Leader: SANDRA STRINGER** **Assist: Kim Nasshan, Dan Walsh**	**2011-12 Activities:** ▪ Utilize new candidate screening tool to focus on candidates' differentiation skills. ▪ Adapt hiring practices to select candidates with strong backgrounds in differentiation	**Fall 2011 – Spring 2012** Continue to utilize new hiring practices for differentiation	**2011-12 Budget – $5,000** Funds will be used to revise District on-line application process $5,000
3 Create staff development opportunities for all staff to	**2011-12 Activities:** ▪ Develop staff survey to assess specific	**Fall 2011 –** Develop staff survey	**2011-12 Budget – $575** Release time for staff development

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

#	Objective / Leader	Activities	Timeline	Budget
	increase their knowledge of and experience with differentiation. Leader: DIANE BETTS Assist: Staff Development Committee	staff development needs for differentiation	Winter 2012 – Administer staff survey on staff development needs for differentiation and provide data to Action Plan 4 group	committee or other group to develop staff survey on differentiation $575
4	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation. Leader: DIANE BETTS Assist: ESC Team	2011-12 Activities: ■ Review survey results from staff survey on differentiation (Action Plan 3) and determine staff development needs ■ Discuss and determine need for instructional coaches/differentiation coaches ■ Determine new staffing needs for peer coaches or realignment of existing personnel to support implementation of differentiation ■ Develop job responsibilities for instructional/ differentiation coaches	Fall 2011 – Establish staff development needs relating to differentiation of instruction Winter 2012 – Determine need for differentiation coaches Determine support model for implementation of differentiation Spring 2012 Develop job responsibilities	2011-12 Budget – $0 No additional funds required
5	Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.	2011-12 Activities: No Activities Planned		
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels. Leader: REPEAT SAME AS #1	2011-12 Activities: ■ Unwrap Priority Standards listing more specific objectives. ■ Examine Priority Standards for possible connections to service learning opportunities (Strategy III, Action Plans 1 and 2). ■ Develop common assessments for Priority Standards as they are unwrapped. ■ Explore use of online assessment development tools for developing and	Fall 2011 – Use Institute Day and other Wednesday time to work on unwrapping standards and developing assessments Winter 2012 – Continue work on assessments Spring 2012 – Continue work on assessments	2011-12 Budget – $6,750 Possible use of release days to finish common assessments $5,750 Supplies $1,000

	sharing assessments tied to Priority Standards. ■ Use Change Protocol to assist in planning for implementation of common assessments. ■ Determine a common curriculum guide format that will be used to document standards, objectives, resources, assessments and future differentiation or technology lessons. Tie in with Strategy I, Action Plan 4: web-based tool for communication among staff.	Develop curriculum guides	
7	Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.	**2011-12 Activities:** No Activities Planned	
8	Implement differentiated lessons in all areas of core curriculum	**2011-12 Activities:** No Activities Planned	
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day. **Leader: REPEAT SAME AS #1**	**2011-12 Activities:** Tied into Action Plans 1 and 6: As Priority Standards are being shared and standards are unwrapped, we will emphasize critical thinking, creative expression and problem solving in each curricular area. These skills will be incorporated into common assessments.	**Fall 2011 –** See Action Plans 1 and 6	**2011-12 Budget –** No additional funds required
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.	**2011-12 Activities:** No Activities Planned		

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

11	Use data over time as an indicator for instructional change. Leader: _____ Assist: **Curriculum specialist Kathy Ross, other curriculum specialists and building principals**	**2011-12 Activities:** ■ Provide additional training on use of Inform (student performance database warehouse system). ■ Support grade level teams and departments to use RtI process to set improvement goals based on analysis of data	**Summer 2011 –** Provide training on Inform for building Quality Improvement Teams (QITs) **Fall 2011 – Spring 2012** Support QITs and grade level teams and departments in development of improvement goals Provide specific expectations for data analysis each trimester	**2011-12 Budget – $15,750** Funds will be used to pay QIT members for attending summer meetings $10,000 Release time for additional training/support of teachers during school year: $5,750
				TOTAL STRATEGY IV: $38,200

14

Park Ridge-Niles School District 64
Strategic Plan 2011-12 Activities

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	Activities	Timeline	Budget
1. Put into practice a protocol of designing, implementing and assessing proposed changes. **Leader: PHIL BENDER** **Assist: AC members**	**2011-12 Activities:** ▪ Continue providing ESC Team and AC with opportunities to develop proficiency in using change protocol as leaders in actual District/school situations ▪ Encourage widespread use of Change Protocol by all District 64 staff as useful tool in variety of situations, both in relation to the Strategic Plan as well as building and existing District initiatives ▪ Incorporate "change" theme as focus throughout the year	**Summer 2011 –** Training opportunity at AC workshop in June **Fall 2011 –** Incorporate "change" theme in District messages throughout the year (Institute Day, building meetings, etc.) and provide training opportunities for staff **Winter-Spring 2012 –** Use Change Protocol to plan for 2012-13 programs	**2011-12 Budget – $6,000** Funds may be used for outside coach/trainer for ongoing support $5,000 Supplies $1,000
			TOTAL STRATEGY V: $6,000

TOTAL BUDGET REQUIRED FOR ALL 2011-12 WORK: $325,990

15

Journey
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Excellence

Strategic Plan:
Technology Coach Pilot
Recommendation

Strategy I

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

+ Technology Coach Pilot: History

- Current professional development
  - After-school professional growth classes (voluntary)
  - Institute Days (3 days per year)
  - One-time conferences or workshops (voluntary)
  - Release time for specific training sessions (voluntary)

- Significant increase in hardware/software without increase in professional development
  - SmartBoards, Laptops, iPads, iTouches, LCD Projectors, Document Cameras, Kindles, Video Streaming, Teacher Websites, Inform...

+ Technology Coach Pilot: History

- Recommended by the original Strategic Plan Technology Action Team as an effective method for **accelerating** technology professional development (Action Plan 3)

+ Technology Coach Pilot: Research

Effectiveness of Training Components

COMPONENTS	KNOWLEDGE	SKILL	→	TRANSFER
Study of Theory	10%	5%		0%
Demonstration	30%	20%		0%
Practice	60%	60%		5%
Peer Coaching	95%	95%		95%

Based upon the research by Joyce and Showers

+ Technology Coach Pilot: Recommendation

- The Technology Implementation Committee recommends for the 2011-12 school year pilot program:
  - 3 Technology Coaches
    - 1 assigned to a middle school
    - 1 assigned to a large elementary school
    - 1 assigned to a small elementary school
    - School assignments to be determined by data (number of students, number of staff, principal input, staff skill levels)

+ Technology Coach Pilot: Roles & Responsibilities

- Provide technology integration support for individual teachers, grade-level teams, and school faculty.

- Provide classroom instructional support for teachers through co-teaching, modeling, providing feedback, co-planning, and developing resources.

- Build awareness and generate enthusiasm for technology resources.

- Utilize and model technology integration strategies to support differentiation.

- Provide differentiated professional growth opportunities for staff.

- Build trusting, one-to-one relationships with staff.

+ Technology Coach Pilot: Roles & Responsibilities

- Assist in assessing and tracking technology skill levels of students and teachers and then use the data to develop a professional development plan for staff.

- Be visible and available within the building.

- Work collaboratively with building technologists.

- Stay abreast of current technology trends, teaching strategies, and educational best practices.

- Assess and provide input for technology resource purchases based on teacher input.

- Communicate with all district stakeholders, including regular presentations to Board of Education.

+

Technology Coach Pilot: Qualifications

- Certified Teacher- minimum of 2 years teaching experience

- Strong understanding of technology integration and quality instruction

- Ability to differentiate professional development for teachers based on skill levels

- Experience with providing professional development for adult learners

- Strong leadership and communication skills

- Lifelong learner- develop expertise and skills in new technologies

+

Technology Coach Pilot: Qualifications

- Understand the use of technology as a source for interventions

- Ability to problem solve

- Experience with Mac computers and SmartBoards

- Confident in classroom management

- Self-motivated

- Enthusiastic and patient

+
Technology Coach Pilot:
District Support

- Time for teachers to participate in professional development with coaches
    - Professional Development Wednesdays
    - Before/after-school sessions
    - Possible release time

- Time for coaches to collaborate with one another, technology department, principals, and curriculum specialists

- Resources necessary for technology integration to occur
    - Hardware
    - Software
    - Infrastructure

- Extended yearly schedule for coaches in addition to the teacher calendar
    - Provide summer professional development for staff
    - Collaboration time
    - Time for coaches to participate in their own professional development

+
Technology Coach Pilot:
Program Evaluation

- Surveys
    - Pre and post surveys for staff in pilot buildings- satisfaction, impact of coaches, etc.
    - Pre and post surveys for parents/students in pilot buildings
    - Pre and post staff technology proficiency surveys for all staff in district (comparative data)

- Coaches' Logs
    - Journal of how coaches utilize their time

- Evidence
    - Informal observations
    - Lesson plans
    - Videos of lessons

+ Technology Coach Pilot: Program Evaluation

- Teacher Focus Groups
  - Pilot buildings
- Student Data
  - Develop way to assess student performance in relation to NETS for Students
  - Long-term look at changes in student achievement data
- Compare data from pilot schools and non-pilot schools to determine impact of technology coaching

+ Technology Coach Pilot: Future Steps

- Data from the pilot program evaluation will be used to determine the role of technology coaches in District 64 in future years.

+ Technology Coach Pilot: Budget Implications

- 3 Technology Coaches
  - Certified Teacher Salary Schedule
  - Approximate salary + benefits = $65,000
  - Additional days for summer professional development
    - Teacher calendar + 10 additional days
    - 10 days per coach = approximately $10, 540
  - Possible release time for teachers in pilot buildings = approximately $5,000
- One-year pilot for 2011-12
- Total Cost = Approximately $210, 540

+ Technology Coach Pilot

Thank you to the Advanced Technology Committee, the Technology Implementation Committee, the Administrative Team, and School Board Members.

Park Ridge-Niles School District 64
Protocol for designing, implementing and assessing proposed changes

- **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).