

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole on Strategic Plan
in District 64

held at 6:30 p.m. April 9, 2012
Raymond Hendee Educational Service Center
164 S. Prospect Avenue, Park Ridge, IL

Board President John Heyde called the meeting to order at 6:30 p.m. Other Board members present were Anthony Borrelli, Sharon Lawson, Pat Fioretto, Scott Zimmerman, and Eric Uhlig. Also present were Superintendent Philip Bender, Assistant Superintendents Dr. Sandra Stringer and Diane Betts, Business Manager Becky Allard, Director of Technology Terri Bresnahan, Communication Coordinator Bernadette Tramm and approximately fifteen members of the public.

Board of Education meetings are now being videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**PROPOSAL ON STRATEGIC PLAN/DISTRICT
PRIORITIES FOR 2012-13**

Proposal on Strategic Plan/
District Priorities for 2012-13

Dr. Bender provided background on the Strategic Plan and priorities for the 2012-2013 school year, which will be the third year of implementation. During the past two years, the Strategic Plan has been a shared "all in" commitment for staff, including about 400 employees who participated in activities.

Each spring for the past two years, Administration presented a schedule and budget for the upcoming year. The Strategic Plan leadership group met frequently since January 2012 to analyze progress of strategies and action plans, as well as resources needed for other ongoing initiatives.

In developing plans for next year, several key factors were considered:

- shifting work to smaller, more focused sub-committees to accomplish remaining activities
- preparation for implementation of the new Common Core State Standards (CCSS)
- staff professional development needs
- changes in State law to evaluations of principals and teachers
- technology coach pilot during the 2011-12 school year
- the Board's desire to limit budget growth
- providing for District 64 facility maintenance and improvements
- uncertainty in State funding for schools and teachers' pensions

Administration concluded that the main priority for next year should be the implementation of the Priority Standards/CCSS with technology integrated into

instruction of those standards and professional development to support it. A graph representing the Priority Standards/CCSS at the center and nine other initiatives surrounding this focal point was shown and each initiative described in detail.

Implementation of Priority Standards/CCSS with Technology Integration

The Illinois State Board of Education (ISBE) set a 5-year timeline for CCSS implementation; students will be tested on the new standards in 2014-15 using the Partnership for Assessment of Readiness for College & Careers (PARCC) online test that will replace the ISAT.

District 64 is on track to meet this timeline. All core and encore subjects at all grade levels have new standards that have been prioritized. These new standards contain more rigorous learning targets in most areas with technology embedded in them. Therefore, teachers must be prepared to implement the new standards. This will require an in-depth understanding of new levels of rigor for the CCSS by the entire staff; complete understanding of the Priority Standards, CCSS and how they relate to the curriculum by staff who teach in a given subject area; and providing staff development to support teaching to the more rigorous standards.

Ms. Betts gave an example of a new CCSS and what it will require in students' understanding. Professional development will play a critical role in implementing the new standards and preparing students for the new PARCC assessment in 2014-15. In order to meet the ISBE deadline, the District must accelerate the pace of staff development over the next three years.

Ms. Bresnahan presented a comparison of the current professional development model with a job-embedded coaching model similar to the technology coach model that has been piloted at three schools this year.

The current model provides professional growth workshops with voluntary participation by staff, associated costs, and are taught out-of-context using limited time such as on Institute Days and early release Wednesdays.

A job-embedded approach provides coaching at the classroom and building level and is individualized and ongoing; coaches ensure instruction aligns with standards and follow through with teachers. Ms. Bresnahan explained how coaches have worked with teachers at the pilot schools one-on-one, in small and whole groups, and provided research and development resources as well.

She concluded that the current, traditional professional development model alone will not be adequate to meet the ISBE deadline. Using a graph, Ms. Bresnahan compared the number of coaching "contact hours" with teachers in the current vs. a job-embedded model.

A final technology survey was administered to all staff in both pilot and non-pilot schools on April 4, 2012. Ms. Bresnahan highlighted survey results which she believe show that professional development must be ongoing, sustainable,

collegial, job-embedded, and include active engagement in order to be effective, all which are encompassed in the technology coaching model this year to date. Administration believes the coaching model approach is the best way to help students meet the new CCSS and perform well on the new PARCC assessment in 2014-15.

Administration requested Board approval for:

- 4 additional technology coaches in 2012-13
- continuation of all 7 coaches through 2014-15
- title change from Technology Coach to Instructional Technology Coach
- utilization of Coaches to support implementing Priority Standards/CCSS
- continuation of traditional forms of professional development to help meet the ISBE timeline

Ms. Tramm reported on the focus areas of Advanced Technology, Personal Student Goals, and Service Learning for 2012-13 as depicted on the circular graph.

The Technology Implementation Committee (TIC) is already up and running and will serve as a sounding board for technology initiatives in the District. The TIC will focus on policies related to technology and minimum usage guidelines for teachers.

A sub-committee of approximately 15-16 staff members will be formed to develop and implement a system for setting and measuring personal goals for each student related to academics, civil behavior, talents and interests. Focus groups with District staff will also be used to gather input on recommendations.

This committee will work with the Report Card Committee to determine if and how report cards should be modified to reflect achievement of personal goals.

Teams of teachers will be tasked with developing a framework to begin pilot programs for service learning activities, along with establishing a database that can be used to share best practices and link teachers with available community partnerships.

Ms. Betts addressed the focus areas of Common Assessments, the Math Curriculum Review Committee, Response to Intervention (RtI) program, and Report Cards.

Now that Priority Standards have been identified, small committees of teachers must determine how to assess student learning in these standards. They will identify any gaps in current assessments for alignment with the new standards.

A Math Curriculum Review Committee will be formed this spring and work through next year to develop plans for implementing the new Math Priority Standards, including staff development plans for helping staff teach to the new standards. The Review Committee will use work of the Strategic Plan Math Sub-

Committee to examine best practices and make recommendations on instruction, materials, assessments and staff development.

The RtI program is ongoing and many aspects of it, particularly in the area of literacy, have been developed and used. Over the next year, development of the RtI program will continue in the area of students' math and social, emotional and behavioral learning.

With new learning standards at all grades in all subject areas as a result of the Priority Standards and CCSS, report cards will need to be redesigned. A Report Card Committee will be formed to examine the current, traditional report card and differences in testing, grading and reporting using a standards-based approach to report student progress.

Ms. Tramm reported on the focus areas of Principal/Teacher Evaluations and the Facility Master Plan.

Per State mandate, new evaluation systems for both teachers and administrators must be implemented over the next few years. In 2012-13, the new system will be used with all principals and assistant principals and new evaluation ratings with teachers will begin.

Work began in the 2011-12 school year on a Facility Master Plan and is expected to take two years to complete. During 2012-13, the Plan calls for completion of an educational adequacy study and a 5-year technology plan, among other activities.

Ms. Tramm summarized financial implications of all initiatives. It may not be possible to meet some Action Plans in the original 5-year timeframe because of budget limitations and other mandates. The most notable change would involve removing separate coaches for differentiated instruction. The request of four additional Instructional Technology Coaches for the other non-pilot schools has the largest financial implication at \$275,000. A request of an additional \$31,200 for other focus area activities was also presented. In order to meet the State deadline, the District must accelerate its professional development over the next three years. Administration recommends pursuing the coaching model to accomplish this.

Dr. Bender summarized the presentation by saying the main priority for 2012-13 is the implementation of the Priority Standards/CCSS with technology embedded in instruction of them. Ms. Betts provided a final comparison of the Priority Standards and Common Core State Standards.

Ms. Betts and Ms. Bresnahan answered Board members' questions about the April 4th technology survey results and proposed coaching model. Ms. Betts discussed how professional development might be addressed, and its associated costs, if the Board does not approve the additional four Instructional Technology Coaches.

Several Board members expressed their desire for more measurable vs. subjective, anecdotal data than what the April 4th survey provided, and suggested continuing the pilot in the current three buildings might be appropriate. Other concerns included removal of differentiated instruction coaches, the permanency of the proposed Instructional Technology Coaches on staff headcount and the budget, and adequate infrastructure to support increased use of technology.

Ms. Betts answered questions about the new CCSS and what other districts are doing to prepare for them as well as the switch from the ISAT to the more rigorous PARCC assessment in 2014-15 and how District 64 is preparing for it. Administration was encouraged to find other initiatives that are completed or nearing completion in order to justify a \$300,000 expenditure for additional coaches.

Mr. Heyde asked the Board to advise him if anyone is interested in attending a presentation on the new teacher evaluation system scheduled for April 17th in Oak Park, Illinois.

ADJOURNMENT

Adjournment

At 8:10 p.m., it was moved by Board member Lawson and seconded by Board member Uhlig that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois adjourn the meeting to closed session for the purpose of discussing collective negotiations 5 ILCS 120/2(c)(2) and employment of specific individual 5 ILCS 120/2 (c)(1). The motion carried by consensus. The votes were cast as follows:

AYES: Borrelli, Lawson, Fioretto, Zimmerman, Heyde, Uhlig

NAYS: None

PRESENT: None

ABSENT: Collins

The motion carried.

The Committee of the Whole on Strategic Plan concluded at 8:11 p.m.

President

Secretary