Board of Education
Community Consolidated School District 64

Committee-of-the-Whole on Strategic Plan

Monday, April 9, 2012
6:30 p.m. – 8:00 p.m.

Hendee Educational Service Center
164 S. Prospect Avenue

AGENDA

CALL TO ORDER AND ROLL CALL

PROPOSAL ON STRATEGIC PLAN/DISTRICT PRIORITIES FOR 2012-13

PUBLIC COMMENTS

BOARD ADJOURNED TO CLOSED SESSION (To begin at the
conclusion of the Committee-of-the-Whole)
- Collective Negotiations 5 ILCS 120/2(c)(2)
- Employment of Specific Individual 5 ILCS 120/2 (c)(1)

To: Board of Education

From: Philip Bender, Superintendent

Date: April 9, 2012

Subject: Strategic Plan/District Priorities for 2012-13

Background
The 2012-13 school year will be the third year of implementation
activities for the District 64 Strategic Plan, which was adopted by
the Board of Education in May 2010. The plan includes beliefs,
mission, objectives and parameters; it also presents five
strategies and a set of action plans to implement them.
(Attachment 1) The plan was named a *"Journey of Excellence"* to
acknowledge that implementation would require a minimum of
five years.

During the 2010-11 and 2011-12 school years, the Strategic Plan has been a shared, "all
in" commitment for the District's professional staff. All District 64 certified teachers,
curriculum specialists and administrators – about 400 employees in total – participated
directly in Strategic Plan activities. A combination of Institute Days, staff development
Wednesdays and a limited amount of release time were utilized to accomplish the
planned tasks. Except for the occasional release time used for specific assignments, all
staff were involved simultaneously in Strategic Plan work on designated days.

Situation Analysis
Each spring for the past two years, administration has presented a schedule of
implementation activities and budget for the upcoming school year. This cycle has
allowed expenses to be integrated into the District's tentative budget and for time to be
scheduled into the Staff Development calendar for the coming year.

As noted in our March 12, 2012 progress update to the Board, the Strategic Plan
leadership group has met frequently since January to consider the progress of each
strategy and individual action plans, and also the expected resources needed to carry
out other ongoing initiatives in the District. The planning group includes: Director of
Technology Terri Bresnahan; Lincoln Assistant Principal Tim Gleason; Roosevelt
Principal Kevin Dwyer; Assistant Superintendent for Student Learning Diane Betts;
Washington Principal Kim Nasshan; and Public Information Coordinator Bernadette
Tramm/Internal Facilitator. This group has worked closely with the Superintendent
and District-level administrative team as well as all Administrative Council members to
develop the specific recommendations for next year presented in this report.

Several key factors were considered in developing plans for next year:
- As scheduled, Strategic Plan activities are in various stages of progress with some
  just beginning and others moving toward implementation. Not all staff will be
  needed to work on broad strategy committees. Rather, shifting the work to smaller
  and more focused sub-committees utilizing release time to meet would provide
  sufficient resources to best accomplish the remaining activities that need further
  development in coming years.

- Last year on April 4, Assistant Superintendent Betts presented a comprehensive overview on the new Common Core State Standards (CCSS) that drive student learning in the state of Illinois. Her report indicated our progress along a five-year timeline generated by the Illinois State Board of Education; the 2012-13 school year is the mid-point of this process. District 64 must begin implementation of CCSS with a focus on 21st century skills in 2012-13 to be ready for the new required state assessments students will take in 2014-15 as part of the Partnership for Assessment of Readiness for College & Careers (PARCC). (Attachment 2)
- To effectively teach to these new standards, District 64 teachers will require carefully planned, ongoing professional development with a special focus over the next three years to meet this state timeline.
- The importance of teaching to these new standards is also significant in relationship to the professional evaluation of principals and teachers. Superintendent Bender and Assistant Superintendent Sandra Stringer have updated the Board on the changes required by state law that will unfold over the next five years: principals beginning in 2012-13 and teachers in 2016-17. This will include a student achievement component that will be partially based on PARCC performance.
- The District is well positioned to harvest the benefits from the successful pilot of technology coaches in 2011-12. The evidence indicates that this proven model of professional development can accelerate growth beyond what can be accomplished using only the District's traditional staff development model.
- The Strategic Plan's fifth strategy, which offers a checklist to plan for change, helps us think about how to effectively balance preparing for these deadlines while managing other ongoing activities.
- The District's current financial outlook remains stable and strong according to the 10-year financial projections reported to the Board on February 13. Administration is mindful, however, of the Board's stated interest in limiting budget growth, while also providing for facility maintenance and improvement needs. In addition, uncertainties surrounding state funding for schools and teacher pensions may impact the availability of funds available for Strategic Plan initiatives in future years.
- Some of the specific action plans associated with the Strategic Plan may not be possible to achieve in the current five-year window due to a combination of budget limitations and required focus on other mandates, as noted above.
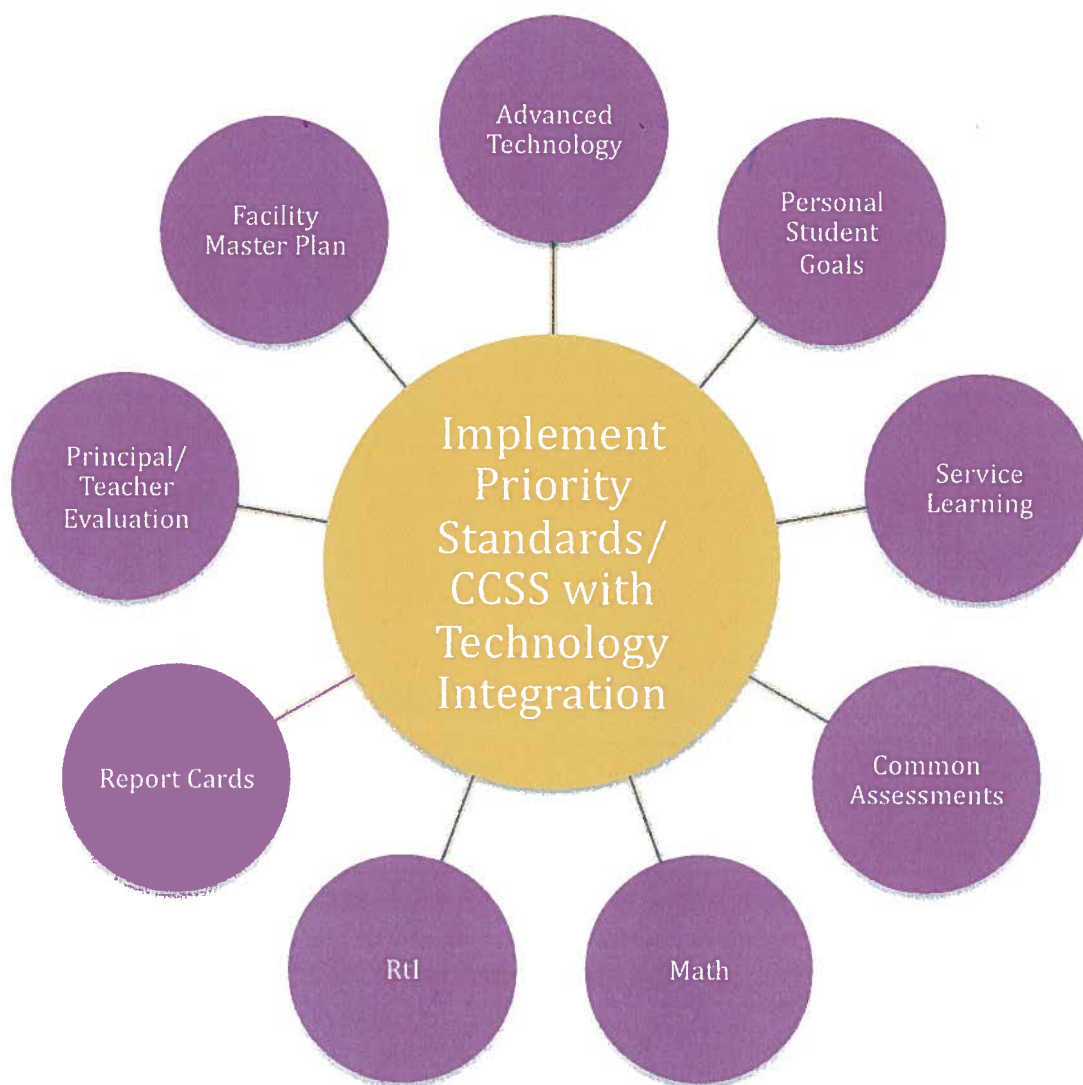
District Priorities for 2012-13
Based on this situation analysis, the way in which we think about the Strategic Plan must be redefined going forward. The District's mission provides the lens for thinking about how to prioritize time and resources for 2012-13 and beyond:

> *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.*

To achieve our mission, we have concluded that Strategic Plan recommendations for 2012-13 and beyond must be more clearly embedded within the District's initiatives. Therefore, we are proposing to prioritize these initiatives for 2012-13, which include the Strategic Plan and other essential focus areas.

The graphic below illustrates these initiatives, with emphasis on the center.

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Advanced Technology

Facility Master Plan

Personal Student Goals

Principal/ Teacher Evaluation

Implement Priority Standards/ CCSS with Technology Integration

Service Learning

Report Cards

Common Assessments

RtI

Math

Placed at the center of the illustration, **the main priority for all staff next year is the implementation of the Priority Standards/CCSS with technology integrated into the instruction of these standards, and the professional development needed to support this work.** Further, we believe that instead of requiring the "all in" participation of all staff and administrators to serve on individual Strategic Plan committees, instead we will need an *"all in" commitment* to this implementation effort.

Nine other important initiatives are arranged around this focal point.

Each of the areas is addressed more fully in the sections that follow. The overall timeline, budget request and other overview materials are presented at the end of the report.

▶ Implement Priority Standards/CCSS with Technology Integration ◀

As noted above, the ISBE has set forward a five-year timeline to begin implementation of CCSS across Illinois. The 2012-13 school year is the mid-point of this process, which will culminate in students being assessed for the first time on these standards utilizing the PARCC assessment in 2014-15.

2010-11 Awareness phase	2011-12 Develop plan for transition	2012-13 Begin implementation	2013-14 Full Implementaion	2014-15 New PARCC Assessment

District 64 is fortunate that the Strategic Plan work on Priority Standards in Strategy IV helped focus our work over the past two years. We also are fortunate that our efforts in Strategy I – Advanced Technology to pilot technology coaches this year has helped validate a powerful model for staff development that will be critical to meeting this timeline. This section of the report details how these two will blend together in the next three years to successfully prepare District 64 students to meet the challenges of 21st century learning and continue to perform at high levels of achievement on the new assessments.

Current Status of Priority Standards /CCSS

As a result of the work completed by the Strategy IV– Student Learning committee over the last two years, all core and encore subject areas have newly identified priority standards. As part of this work:

- The new Common Core State Standards (CCSS) for math and language arts were reviewed and prioritized.
- CCSS relating to how literacy skills are developed and used in science and social studies were also prioritized in grades 6-8.
- In other subject areas, the Illinois Learning Standards and/or standards developed by national curricular organizations were used in the prioritization task.

These District 64 priority standards represent new – and in many cases more rigorous – learning targets than what we currently ask students to know and be able to do. Higher level, 21st century thinking and problem solving skills and use of technology are embedded in these standards, particularly the standards stemming from the Common Core.

Priority Standards/CCSS Tasks for 2012-13

To effectively teach to these standards, District 64 teachers will require carefully planned, ongoing professional development with a special focus on the next two-three years to meet the state timeline.

The major tasks that we must accomplish in 2012-13 to prepare our teachers for implementation of the priority standards include:

- **Build upon the beginning level of understanding that the whole staff has regarding the Common Core State Standards (CCSS) and the timeline leading to the new PARCC assessment in 2014-15.**

At the end of the 2010-11 school year, all staff were briefly introduced to the newly adopted Common Core Standards and the timeline of new state assessments in 2014-15. Similar to the Board presentation that was made on April 4, 2011, principals provided a brief overview of the rationale behind the new Common Core Standards, the state timeline leading to new state assessments, and the steps that District 64 was taking to examine and prioritize these standards as part of Strategy IV's work. While the new Common Core Standards are directed more at the core academic areas of Language Arts and Math, we believe that all teachers will need to develop a more in-depth understanding of the level of rigor in relation to critical thinking, problem solving, creative expression and technology skills that is embedded into these standards.

- **Have all staff who teach in a given subject area develop a complete understanding of the District 64 Priority Standards and how they relate to CCSS (if applicable) and our existing curriculum.**

Only those teachers that worked in a Strategy IV– Student Learning sub-committee over the last two years currently have any in-depth familiarity with the priority standards. Members of the various Strategy IV– Student Learning sub-committees gained this familiarity from their work in identifying priority standards, unwrapping the standards and beginning to analyze where these standards align with current curriculum.

For example, the 55 members of the Math Sub-committee developed a working knowledge regarding the content of the math priority standards at their grade level. However, there are 178 staff members who are responsible for teaching math in our District. All staff need to be introduced to these standards and given support in how to teach to these more rigorous standards. This is also true in the other curricular areas.

A significant need for District 64, therefore, is to introduce the priority standards to all teachers responsible for teaching the standards and to assist the teachers with how to effectively have their students achieve these higher level standards.

- **Provide staff development and ongoing assistance to support teachers in teaching to these more rigorous standards.**

As stated in the April 4, 2011 report to the Board, the new Common Core State Standards address both content and the cognitive processes and learning strategies students need to be successful learners and workers in the 21st century. In teaching to these new standards, teachers will need professional development and assistance with how to infuse instruction that leads to deeper and more cognitively complex skills in critical thinking, problem formulation as well as problem solving, interpretation, communication, creative expression and development of innovative ideas, research and the use of technology. To do this, teachers must be able to integrate the use of technology and 21st century skills into their instruction.

For example, two Common Core anchor standards are:

- *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* (Reading standard prioritized in 6th grade LA, 7th grade Social Studies and 8th grade Science)
- *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.* (Writing standard prioritized in 6th, 7th, 8th grade Social Studies and 6th and 7th grade Science)

To meet these standards, students must have multiple opportunities to develop their ability to employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They must learn how to tailor their searches online to acquire useful information efficiently, and integrate what they learn using technology with what they learn offline. And, they must become familiar with the strengths and limitations of various technological tools and mediums and learn to select and use those best suited to their communication goals.

Critical Role of Professional Development

By directly blending the focus of the Strategy I – Advanced Technology strategy with a District-wide focus on how to implement the identified Priority Standards of Strategy IV (Student Learning), we believe that we can prepare our staff – and ultimately our students – for the demands of the 21st century and the new learning expectations that will be assessed by PARCC in 2014-15. This endeavor will require a great deal of professional development to build awareness and capacity for teachers to fully implement the new priority standards/CCSS with the integration of technology.

For 2012-13, the District is recommending an *"all in" commitment* to implementing the priority standards/common core state standards with the integration of technology. This commitment also means the District must provide the professional development needed to support this work.

Keeping in mind the state-mandated timelines for the implementation of standards and the new evaluation process for teachers and principals, the District clearly must accelerate the pace of staff development over the next three years. Professional development can be provided in a number of ways. Up to the current year, District 64 had utilized several traditional practices. However, District 64 is fortunate that the pilot of technology coaches at three schools this school year through the Strategic Plan can provide clear evidence of the effectiveness of this new model with our own teaching staff.

The sections below review both models.

Current Professional Development Workshop Model

Aside from the Technology Coach Pilot, professional development in 2011-12 has continued in the District's traditional approach for the non-pilot schools. After school professional growth opportunities were offered throughout the year on a voluntary basis. The costs associated with providing professional growth classes includes:

- Cost of instructors
- Lane credit for teachers to attend
- Reimbursement for teachers who have maximized their lane movement

The voluntary nature of these classes limits the numbers of teachers who participate in them. Teachers must also be self-motivated to participate in the classes related to technology integration. Thus far for the 2011-12 school year, 22 technology-related professional growth classes have been offered, which vary between 2-8 hours each. To date, 100 different teachers have participated in these classes, which equates to less than 25% of the teaching staff.

These are not job-embedded professional growth opportunities, rather they are conducted after school or during summer break. In addition, a limited number of opportunities for professional development are built into the school year. Two Institute Days are available for District-wide professional development. Some early release Wednesdays also are available for District-wide professional growth activities; however, there are many other building-based needs that require use of early release Wednesday time as well.

Job-Embedded Coaching Model
The Technology Coach Pilot at three schools has shown to be successful in increasing teachers' capacity to effectively integrate technology into instruction. Through the open-ended responses from the surveys, focus groups, and teacher testimonials as presented at previous Board meetings, data has shown that teachers are benefiting from their work with the Technology Coaches. We have also seen that the Technology Coaches are helping staff move beyond the basic skills of technology usage, to truly integrating technology as an effective means for engaging students in higher-level learning.

The coaches have worked with teachers at both the school and District levels this year, as detailed below:

- **Coaching at the Building –**
  - **Whole Group Presentations:** All coaches have had opportunities to present new information related to technology during faculty meetings. This has given teachers brief introductions to new ideas that can be further developed through follow-up sessions with the Technology Coaches in either one-on-one settings or in small groups.
  - **Small Group Coaching:** The Technology Coaches have worked with departments, grade levels, or other small groups of teachers throughout the school year. These small sessions allow for more customized and in-depth support for teachers who are working with similar curriculum.
  - **One-on-One Coaching:** Many teachers have reported that individualized support from the Technology Coaches has been one of the most effective methods of professional development. Just as teachers work to differentiate instruction for students based on their specific needs, the Technology Coaches offer differentiated support to individual teachers. Teachers can bring their lesson plans to the Coaches and then they work collaboratively to enhance those lessons with technology integration. Teachers have expressed feelings of having a "safety net" when they have a Technology Coach there to support them.
    - o **Modeling:** One way Technology Coaches have worked with teachers one-on-one is through modeling lessons to students in the classroom. The Coaches create the lessons with the teacher and then model the instruction to the students while the teacher observes. The teacher is able to see how the lesson is taught and the necessary steps to help the students.
    - o **Co-Teaching:** After a teacher has the opportunity to see a lesson modeled, the next lesson can then be co-taught by both the classroom teacher and

the Technology Coach. This provides greater support to both the teacher and the students. Students benefit from seeing the team approach to teaching and having additional assistance from the Technology Coach.

- o **Classroom Support:** In the model for gradual release of responsibility, the Technology Coach works through modeling and co-teaching to build the capacity of the teacher. Once the teacher has the confidence and skills to lead the lesson, the Technology Coach can then observe and act in a supporting role within the classroom. This provides teachers the "safety net" they need before they can independently teach with the integrated technology, which is the ultimate goal.

- **Research and Development:** A significant part of what the Technology Coaches do is to research and explore new technologies and technology-related resources for teachers as they relate to the curriculum. For example, a teacher may have an upcoming unit on the water cycle. The teacher will work with the Technology Coach to help find online resources related to the topic and plan ways to integrate technology devices into the lesson. It could involve an app on the iPad, a web-based activity in the lab, or student projects using technology to demonstrate their learning. This type of research and development to enhance lessons is time-consuming. Often classroom teachers do not have the time or the expertise to find these resources on their own. The Technology Coaches have been very helpful in this area to support instruction and student learning.

- **Coaching for the District –**
  - **Professional Growth:** All three of the Technology Coaches have served as instructors for professional growth classes that are held after school. This has been an opportunity to extend teachers' learning beyond the school day and to offer opportunities for teachers not in the pilot buildings. These courses are offered on a voluntary basis.
  - **Technology Implementation Committee (TIC):** The three Technology Coaches have served on the TIC this year. They have brought their expertise and insight from each of their buildings as we have discussed policies, budgets, and use of technology. They have been critical contributors of information to bridge the gaps across buildings as we work to provide equitable access to the District's resources.
  - **Strategy I – Advanced Technology Committee:** During the Strategic Plan work during each of the Institute Days this year, the three Technology Coaches have helped plan for the presentations and professional development for teachers on the committee. They also planned and taught breakout sessions on the Institute Days as well. On the Institute Day in February, teachers from non-pilot buildings had the opportunity to work with the Technology Coaches on specific lesson ideas. The teachers who participated in these sessions found the time with the Coaches to be very beneficial.
  - **iPad Implementation:** Since implementing the iPads this year in all of the schools, we have allowed teachers the opportunity to request apps to have installed. The Technology Coaches served a critical role in this process. They researched and recommended apps to address all grade levels and content areas to get the year started, provided professional development on how to use the iPads, and have reviewed and made recommendations from the app request forms submitted each trimester by teachers. The work of the Technology Coaches to support the use of the iPads as instructional devices through proper app selection and professional development has been vital to the success of the iPads
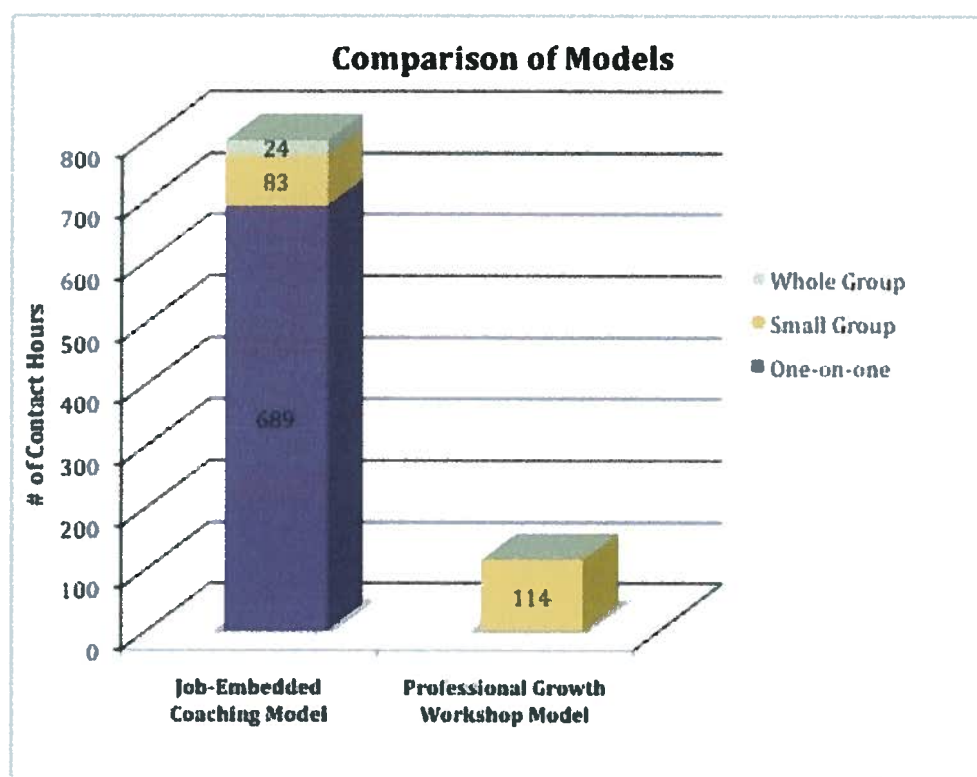
in the classrooms. The Coaches will continue to provide leadership in this area as more iPads are purchased in the coming year.

- **Curriculum Support:** The Technology Coaches have worked with some of the Curriculum Specialists to ensure the technology integration is aligned with the District's learning standards. The Technology Coaches provide support to all curricular areas and will be heavily involved in the implementation of the new priority standards/common core standards. They will also be represented on the math committee that will be working next year to review the math curriculum. The role of the Technology Coach is to support the effective integration of technology to enhance the curriculum.

Professional Development for 2012-13

Based on the significant amount of professional development necessary to prepare teachers for the state-mandated changes in standards and assessments with a focus on 21st century skills, the District's traditional professional development model alone will not be adequate to meet the mandated timeline.

The table below illustrates the magnitude of the difference between the two professional development models.

Comparison of Models

A stacked/3D bar chart titled "Comparison of Models" with y-axis "# of Contact Hours" ranging from 0 to 800. The "Job-Embedded Coaching Model" bar shows One-on-one = 689, Small Group = 83, Whole Group = 24. The "Professional Growth Workshop Model" bar shows 114. Legend: Whole Group, Small Group, One-on-one.

The total number of contact hours of coaches at three buildings through March are compared with the total number of technology-related professional growth workshop hours (summer 2011 through March). All professional growth workshops are offered in a small group format. In comparison, the job-embedded coaching model principally offers individual, one-on-one support. In addition, at the three schools piloting the coaching model this year, 100% of the staff members have benefited, compared to just

25% of all District staff who participated in voluntary technology-related professional growth workshops.

A final technology survey was administered to all staff in both pilot and non-pilot buildings on April 4. The survey attempted to gather data regarding technology usage in relation to professional development and specifically, the technology-coaching model. Attachment 3 presents the overview of the survey results including graphical representations of the data and the raw data.

The survey pointed out that:
- Teachers at the pilot schools experienced a greater "significant" increase in technology use from last year to this year as compared to teachers at non-pilot schools.
- If a technology coach was **not** made available to teachers next year, only 26% of pilot school teachers would be "very likely" or "likely" to continue to advance their use of technology.
- Teachers at pilot schools were almost twice as likely to attempt four or more new ideas for integrating technology this year as compared to teachers at the non-pilot schools.
- If given the opportunity next year, 75% of teachers at non-pilot schools already have indicated they would take advantage of the opportunity to work with a technology coach.
- Almost three-quarters of the teachers at pilot schools feel it is "*very* important" to maintain a full-time technology coach in their building next year to continue to advance their use of technology.

Research has shown that in order to be effective, professional development must include the following elements:
- On-going and sustained
- Active engagement
- Collegial
- Job-embedded

The coaching model encompasses all of these elements and has been proven to be effective here in District 64. As is evidenced in their work throughout the pilot, the Technology Coaches have provided the support and professional development necessary to move our teachers and students into 21st century learning. Computer skills are only one component of the National Educational Technology Standards (NETS), which are designed to prepare our students for the challenges of high school, college and beyond. The increased rigor of the Priority Standards and the Common Core State Standards demand that students be able to communicate, collaborate, demonstrate creativity, and think critically. Technology integration is a vital part of how teachers can help students achieve those standards.

2012-13 Recommendations to Implement Priority Standards/CCSS with Technology Integration
We believe the approach described above will be the best means over the next three years to successfully help District 64 students to meet the challenges of 21st century learning and continue to perform at high levels of achievement on the new PARCC assessments in 2014-15.

Specifically, the District is requesting approval of the following components:

- At the March 12 meeting, the Board of Education extended the existing three-coach pilot. The recommendation for 2012-13 is to add four additional instructional technology coaches, so that each building grades K-8 will have a full-time coach assigned to support this professional growth and infusion of 21st century skills. The cost will be approximately $275,000 for the four additional coaches in 2012-13.
- It is recommended that all seven coaches continue through the 2014-15 school year when the new PARCC assessments are introduced.
- To emphasize this aspect of the role of the Technology Coaches, it is recommended that we change the title to *Instructional Technology Coach*. This change will serve as a reminder that they are focused on quality instruction through the use of technology to meet the needs of all students. It will also help delineate the role of the Coach versus the role of the building Technologists, whose main responsibility is technical support.
- All Instructional Technology Coaches would be utilized to help support this initiative in their assigned schools. They will be fully trained in the Priority Standards/CCSS, and will focus their coaching on integrating technology to support those standards. Their work will follow the design of the pilot that research has shown to be the most effective model for professional development. Teachers will increase their knowledge of the priority standards while also increasing their ability to effectively integrate technology as a result of working with an Instructional Technology Coach and participating in District-wide professional development throughout the year.
- Traditional forms of professional development (Institute Day, after school or summer classes, early release Wednesday time) will continue to be utilized and will be designed to reinforce this District-wide commitment.

Now we will look at each of the other focus areas for 2012-13 individually, moving clockwise around the illustration.

▶ Advanced Technology ◀

This focus area carries forward the Strategic Plan Strategy I action plans still to be accomplished, other than the instructional coaches noted above. The strategy states: *We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.*

Tasks for 2012-13:
- TIC - The Technology Implementation Committee will continue to serve as a sounding board for technology initiatives in the District, including equipment purchases and usage. It will also focus on policies related to technology in the District and establish the minimum usage guidelines for teachers aligned with the NETS for Teachers and Students (Action Plan 2).
- Implement a system for communication and collaboration among staff, students and parents. (Action Plans 4 & 5). This will include establishing minimum guidelines for teacher web pages and implementing an online system for collaboration.
- Provide resources to support teachers in their use of advanced technology.

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- A "Board Advanced Technology Committee" (BATC) will be formed in the spring of 2012 to advise and alert the Board of Education about advanced technology issues. This committee will continue its work through 2012-13 focusing on technology policies as they impact the educational environment of District 64.

Personnel:
- TIC - Existing committee members
- All staff will participate in professional development related to web pages and online collaboration system.
- Technology Coaches - all coaches will support the identified District priorities.
- BATC – committee members

Budget:
- Release time for TIC to meet – approximately $5,000

Future Years:
   The District will continue to focus on accelerating the use of advanced technology to enhance teaching and learning by supporting teachers with the necessary resources.

▶ Personal Student Goals ◀

This focus area carries forward the Strategic Plan Strategy II action plans that need further readiness work prior to full implementation. The strategy states: *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.*

For 2012-13, the composition of the Strategy II committee will be reduced to a smaller sub-committee of approximately 15-16 staff members representing varied buildings and assignments to ensure a cross-section of District 64 personnel. In addition to the sub-committee, focus groups with personnel from all buildings will be used to get input towards District-wide goal setting recommendations. Implementation of goal setting pilots in 2012-13 on an increased scale (e.g., a full classroom or a full grade-level) will allow for changes/revisions in process and procedures towards final recommendations. Selection of the specific implementation structure and location will be guided by sub-committee recommendations.

Tasks for 2012-13:
- The goal setting committee has addressed all of the stated action steps to varying degrees during its two years of work. For the third year, the sub-committee will utilize this work to finalize a process for implementation to assist students in setting, measuring and achieving personal goals in four core areas: academics, civil behavior, talents and interests.
    - The sub-committee will develop K-8 grade level goal-setting curriculum and needed materials and develop a process for K-2 students to set goals with adult guidance. Further, the subcommittee will generate a progressive process for setting goals from Kindergarten through 8th grade. This will reflect the students' on-going developmental growth with additional goal setting expectation as students progress from the K-2, to 3-5, to 6-8 goal setting process.

- The sub-committee will explore the use of technology to enhance ongoing communication and collaboration with all stakeholders (students, staff and parents). For grades 3-5 and 6-8, technology, including student e-portfolios, will be used to set goals and assess student progress towards these goals.
- The goal setting subcommittee will develop support, training, and educational opportunities in basic goal setting and implementation for students, staff and parents. This will include setting time for meaningful student reflection on goals.
- The goal setting subcommittee will coordinate with the Report Card Committee to determine if and how personal student goal-setting will be integrated into progress reporting.

Personnel:
- Sub-committee of approximately 15-16 staff members representing varied buildings and assignments to ensure a cross-section of District 64 personnel.

Budget:
- Release time for the sub-committee to meet – approximately $5,000

Future Years:
- This committee will evaluate progress in 2012-13 to develop a timeline for District-wide implementation.

▶ Service Learning ◀

This focus area carries forward the Strategic Plan Strategy III action plans 1 and 2. The strategy states: *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.*

Tasks:
- Our main task is to begin pilot programs for service learning. Teams of teachers will develop a written proposal to conduct an ongoing service learning project for the 2012-13 school year. Using the framework established by the Steering Committee, the piloting teachers will be following the best practices for service learning activities.
- Establish a database for sharing best practices among teachers, and linking teachers and available community resources.

Personnel:
- A 15-member District-wide steering committee of teachers and administrators will continue work on action plans 1 and 2 that focus on partnerships with our community through service learning.

Budget:
- Release time for the committee to meet plus professional development opportunities to build capacity to expand service learning in the future – approximately $5,000

Future Years:
- In future years, we hope to continue expanding the numbers of service learning pilot programs throughout District 64. The District Steering Committee will remain in place to guide this process and to provide support as needed.

▶ Common Assessments ◀

This focus area carries forward activities in the Strategic Plan – Strategy IV Student Learning action plan 6. Now that the Priority Standards have been identified and unwrapped in all core and encore subject areas, we need to determine how we will assess student learning of these standards. In addition to using standardized assessments such as the Measures of Academic Progress (MAP), the current Illinois Standards Achievement Test (ISAT) or even the PARCC assessment in coming years, use of locally developed common assessments tied directly to these standards can provide timely, formative information that teachers can use to guide instruction. District-wide development of common assessments tied to the priority standards was purposely delayed until we begin actual implementation of the priority standards in 2012-13. Beginning next year however, smaller committees of teachers will be needed to develop these common assessments.

Tasks for 2012-13:
- Analyze existing assessments and determine if they align with new priority standards in each curricular area.
- Begin to develop/identify new common assessments tied to priority standards that are not being currently assessed and pilot their use with some teachers/groups of students.

Personnel:
- Several committees will be formed to carry forward the Strategic Plan – Strategy IV action plan 6 to develop common assessments tied to the priority standards in K-8 reading, language arts and math. In addition, the Encore departments will utilize their existing structure and some of their department meeting time on Staff Development Wednesdays to develop common assessments tied to their priority standards.

Budget:
- Release time for three subject area committees to meet (Reading, Language Arts, and Math) – approximately $7,000

Future Years:
- Administration and use of the common assessments in 2012-13 and beyond should help teachers determine how well students are learning the priority standards. Analysis of assessment results can also serve as a gauge of how well our students are doing in relation to the Common Core Standards and how prepared they are for the new PARCC assessment in 2014-15.

▶ Math Curriculum Review Committee ◀

In response to the adoption of the new Common Core and Priority Standards in mathematics, a Math Curriculum Review Committee is being formed in spring 2012, and will continue working next year.

Tasks for 2011-12 and 2012-13:
- The committee will develop plans for beginning implementation of the new Math Priority Standards. As part of this work they will determine which standards to begin focusing on next year and how staff development should be structured to assist teachers with teaching to these particular standards.
- The committee will examine and recommend universal benchmark assessment screener(s) for use with students in all grade levels.
- The committee will use the work of the Strategy IV Math Sub-Committee, examine best practices in math instruction and ultimately make recommendations regarding instructional methodology, instructional materials, assessments and staff development needed to successfully implement the new standards.

Personnel:
- The committee will be comprised of approximately 25 representative teachers from each grade level and all seven buildings as well as representative IR and C of C teachers. Many of the committee members will have previously served on the Strategy IV Student Learning Math Sub-committee. An outside consultant well versed in effective math instructional practices and the new Common Core Math Standards will be utilized as necessary to build background knowledge for the Review Committee and provide staff development to all staff members who teach math.

Budget:
- The cost of both release time for the Math Committee to meet and a consultant to work with Committee are included within the Department for Student Learning 2012-13 budget.

Future Years:
- Staff development aimed at assisting teachers in understanding the new Math Common Core standards and how to teach to these standards will be required over the next two-three years.
- New materials will be recommended for purchase and most likely be implemented in the 2013-14 school year.

▶ Response to Intervention (RtI) ◀

Full development and implementation of District 64's RtI program is an ongoing initiative for the District that is linked to Strategic Plan – Strategy IV action plan 11: *Use data over time as an indicator for instructional change.* While many aspects of the RtI program, particularly in the area of literacy, have been developed and are utilized to support students' learning, the tasks below still need to be addressed.

Tasks for 2012-13:
- Additional training and support is needed in how to diagnostically use assessment results to plan for differentiation and confidently use the RtI model to support students' learning.
- Continue to develop and refine the RtI program to support students' math and social/emotional/behavioral learning.

Personnel:
- RtI Leadership teams at the elementary and middle school levels currently operate to monitor implementation and make future recommendations.
- All teachers are involved in problem solving using the RtI model on selected Staff Development Wednesdays.

Budget:
- The cost of providing training is currently budgeted for in the Department for Student Learning 2012-13 budget.

Future Years:
- Support for implementation and refinement of the RtI program will continue as part of the District's ongoing work in this area.

▶ Report Cards ◀

This focus area relates to Strategic Plan – Strategy IV action plan 10 on student progress reporting. Now that we have new learning standards identified at each grade level in all subject areas as a result of the Priority Standards work and adoption of the Common Core State Standards (CCSS), the District will need to revise our current report card to reflect student learning in relation to these new standards. An examination and revision of our current report card should include analysis of the differences in assessment, grading and reporting practices with a traditional approach to report cards and a standards-based approach to reporting progress.

Tasks for 2012-13:
- Form a grades K-8 District 64 Report Card Committee.
- Develop an understanding of the differences between a traditional report card and a standards-based report card.
- Determine the approach to assessment, grading and reporting that District 64 wants to take in the future.
- Develop a report card to match this desired approach and our new priority standards.
- Coordinate with the Personal Student Goals Committee to determine if and how personal student goal-setting will be integrated into progress reporting.

Personnel:
- A committee of staff members representative of all grade levels and all seven buildings as well as representative special education and C of C teachers will be formed to work with representative administrators and conduct this work.

Budget:
- Release time for committee to meet – approximately $9,200

- Consultant or professional learning opportunities to develop knowledge regarding standards-based grading and reporting practices will be covered by the 2012-13 Department for Student Learning professional development budget.

Future Years:
- It is anticipated that a revised report card would begin to be used in either the 2013-14 or the 2014-15 school years.

▶ Principal/Teacher Evaluation ◀

As part of the state mandated Performance Evaluation Reform Act (PERA) of January 2010, new evaluation systems are being implemented over the next several years for both teachers and administrators. Growth in student achievement will become a key component in all evaluations.

Tasks for 2012-13:
- Begin using new Principal Evaluation System with all Principals and Assistant Principals.
- Begin using new state mandated evaluation ratings with all teachers on formal evaluation cycle (Excellent, Proficient, Needs Improvement and Unsatisfactory). Evaluation instrument and procedures remain the same as current practice.
- Possible development of Evaluation Committee (dependent on Negotiations).

Personnel:
- Principals and Assistant Principals will begin utilizing the new system.

Budget:
- Expenses will be covered within the 2012-13 Human Resources Department budget.

Future years:
- The education reform requirements must be fully instituted by the 2016-17 school year.

▶ Facility Master Plan ◀

This focus area relates to the first parameter within the Strategic Plan, which states: *We will always maintain safe, supportive learning environments.*

District 64 began work in 2011-12 on a Facility Master Plan to provide a framework to manage facilities, and to plan and budget for the full range of building maintenance needs going forward. As originally designed, the plan is expected to take two years to complete.

Tasks for 2012-13:
- The plan calls for the completion of an educational adequacy study, five-year District-wide technology plan, and other activities.

Personnel:
- Staff members will be asked to participate on school-based planning groups as needed.

Budget:
- Expenses for the architects' work to prepare the plan are included in the District's Capital Fund budget for 2012-13.

Future Years:
- Projects will be financed through the District's Capital Fund as scheduled by the Board.

Having completed the individual review of each focus area for 2012-13, we will now summarize the final elements in the recommendations for next year.

Five-Year Overview of Strategic Plan/District Initiatives
The five-year chart originally prepared at the start of the Strategic Plan process in 2010-11 has been updated to reflect the planned activities for next year. (Attachment 4) In addition, the other initiatives listed below the Strategic Plan also have been updated to reflect current focus areas that will require significant effort this year.

As stated at the outset of this report, some of the specific action plans associated with the Strategic Plan may not be possible to achieve in the current five-year window due to a combination of budget limitations and required focus on other mandates, which have been fully discussed in the preceding sections.

The most notable schedule change occurs in Strategy IV – Student Learning, where plans 4, 5, 7 and 8 that relate to differentiation have been removed. As originally envisioned, these action plans would have called for peer coaches to be employed to help teachers implement differentiated instruction in their classrooms. Mindful of budget constraints, administration believes that differentiated instruction will need to be addressed in part through the Instructional Technology Coaches in their professional development work with teachers.

The removal of separate coaches for differentiation, therefore, means that <u>the current request for Instructional Technology Coaches is the only major expenditure called for in the original Strategic Plan that will be requested in this five-year planning cycle</u>.

Financial Implications for 2012-13
The specific requests for District priority activities for 2012-13 as discussed in each section are summarized here:

Activity	Estimated Budget
District-wide focus to implement the Priority Standards/CCSS with technology integrated into instruction – 4 Instructional Technology Coaches	$275,000
Advanced Technology – release time for Technology Implementation Committee (TIC) to meet	$5,000
Personal Student Goals – release time for sub-committee to meet	$5,000
Service Learning – release time for Steering Committee to meet and professional development on service learning	$5,000
Common Assessments – release time for three subject committees to meet	$7,000
Math Curriculum Review Committee	*(already budgeted)*
Response to Intervention (RtI) initiative	*(already budgeted)*
Report Cards – release time for committee to meet	$9,200
Principal/Teacher Evaluation	*(already budgeted)*
Facility Master Plan	*(already budgeted)*
TOTAL:	$306,200

The total budget is divided between $275,000 for the four instructional coaches to support professional development and $31,200 for the other priority activities. In addition, funds are being allocated within existing department budgets as much as possible to carry forward the other focus areas.

Keeping in mind the state-mandated timeline for the implementation of Priority Standards/CCSS as discussed in this report, the District must accelerate the pace of professional development over the next three years. Two models for professional development have been evaluated, and the recommendation is to pursue the coaching model. The coaching model's important strengths are that it is: job-embedded; is ongoing every day of the school year; is highly individualized for each teacher; and promotes strong and consistent follow-through. In contrast, a similar dollar investment in the traditional professional growth workshop model would yield only approximately 5.8 days of professional development per teacher, while having the substantial weaknesses of: depending on substitutes; significant time away from students; and relying on less-effective group instruction.

Finally, it is evident that the borderline between specific Strategic Plan activities and the District's other budget areas is becoming less clearly defined than in the past. In fact, the plan has succeeded in becoming deeply woven within the District's ongoing operations and is becoming more difficult to earmark separately. Therefore, it is recommended that a separate Strategic Plan budget be discontinued past 2012-13, and that costs be assigned instead directly to the departments that are accountable for carrying out the activities.

To summarize, District's main priority for all staff in 2012-13 is the implementation of the Priority Standards/CCSS with technology integrated into the instruction of these standards. To succeed, teachers will need professional development and assistance with how to infuse instruction that leads students to develop deeper and more cognitively complex skills in: critical thinking; problem formulation as well as problem solving; interpretation; communication; creative expression and development of innovative ideas; research; and the use of technology. **This is what educating the**

whole child in the 21st century must be about; our proposal requests the resources needed to achieve this mission.

Update to the Strategic Plan
Administration believes that this year's comprehensive review provided an important periodic update to the plan. We recommend that the plan remain in place through the next two years, as the District focuses on implementing the existing strategies and other mandates. We would suggest that 2014 would be the appropriate point to formally reconvene the members of our vital partnership – staff, families and community – to once again discuss together the hopes and vision that we share for the education of students in Park Ridge-Niles and formulate a new Strategic Plan for District 64.

Next Steps
The members of the planning team will join me in presenting this report to the Board at the Committee-of-the-Whole meeting on April 9. We will seek approval of these recommendations at the regular meeting on April 23.

Park Ridge-Niles School District 64 Strategic Plan

Journey of Excellence

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.

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.

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.

Strategies

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

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.

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.

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.

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.

Parameters

1. We will always maintain safe, supportive learning environments.
2. We will not tolerate behavior that is demeaning or disrespectful to any individual or group.
3. School improvement plans will always be consistent with the strategic plan of the District.
4. 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.
5. No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.
6. Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.
7. Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.
8. We will always maintain programming that addresses the academic, social emotional and physical development of the whole child.

*Adopted by the Board of Education May 10, 2010*

Timeline for Implementation of Common Core State Standards (CCSS) with 21st Century Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
ISBE Recommendations	Awareness/ communication phase	Develop plan for transition to Common Core	Begin implementation of transition plan	Full implementation of Common Core State Standards	New PARCC assessment administered
District 64's Progress	• Select Priority Standards in all curriculum areas • Committee members gain familiarity with Common Core State Standards • Presentations on Common Core to Board and all staff	• Unwrap Priority Standards • Determine alignment with current curriculum • Plan for beginning staff development and implementation • Initiate Math Curriculum Review Committee	• Begin implementation of Priority Standards/CCSS with focus on 21st Century Skills • Provide Staff Development on Priority Standards/CCSS integrated with technology • Develop assessments tied to priority standards/CCSS • Develop new report cards aligned to Priority Standards/CCSS • Math Curriculum Review Committee develops recommendations	• Continue staff development and implementation of Priority Standards/CCSS • Begin to use locally developed and other assessments to measure learning against Priority Standards/CCSS • Pilot use of new report cards aligned to Priority Standards/CCSS • Possible pilot of new math materials.	• Ready for new state assessment

Board of Education April 9, 2012

A final technology survey was administered to all staff in both pilot and non-pilot buildings on April 4. The survey attempted to gather data regarding technology usage in relation to professional development and specifically, the technology-coaching model. The graphs below represent the results from the survey. The raw data in table format has also been included at the end of this document.

Conclusion 1: Teachers at the pilot schools experienced a greater "significant" increase in technology use from last year to this year as compared to teachers at non-pilot schools.
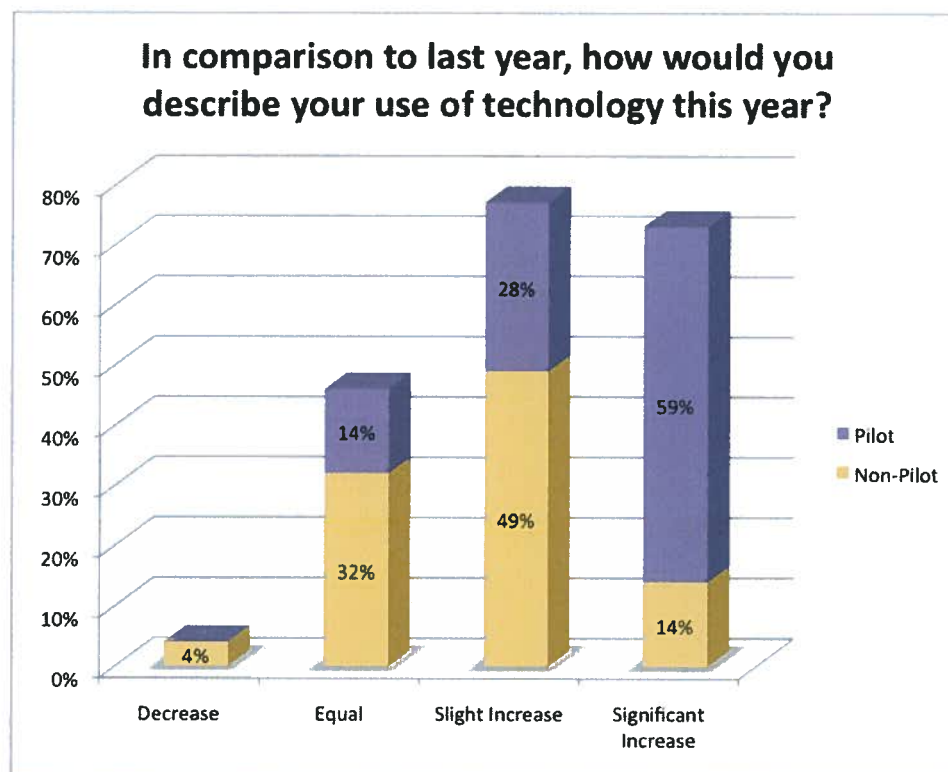
Conclusion 2: If a technology coach was **not** made available to teachers next year, only 26% of pilot school teachers would be "very likely" or "likely" to continue to advance their use of technology.

If you DID NOT have a technology coach in your building next year, how likely would you be to continue advancing your use of technology?

Category	Non-Pilot (yellow)	Pilot (purple)
Not Likely	17%	29%
Somewhat Likely	41%	46%
Likely	20%	16%
Very Likely	22%	10%

Legend: Pilot, Non-Pilot
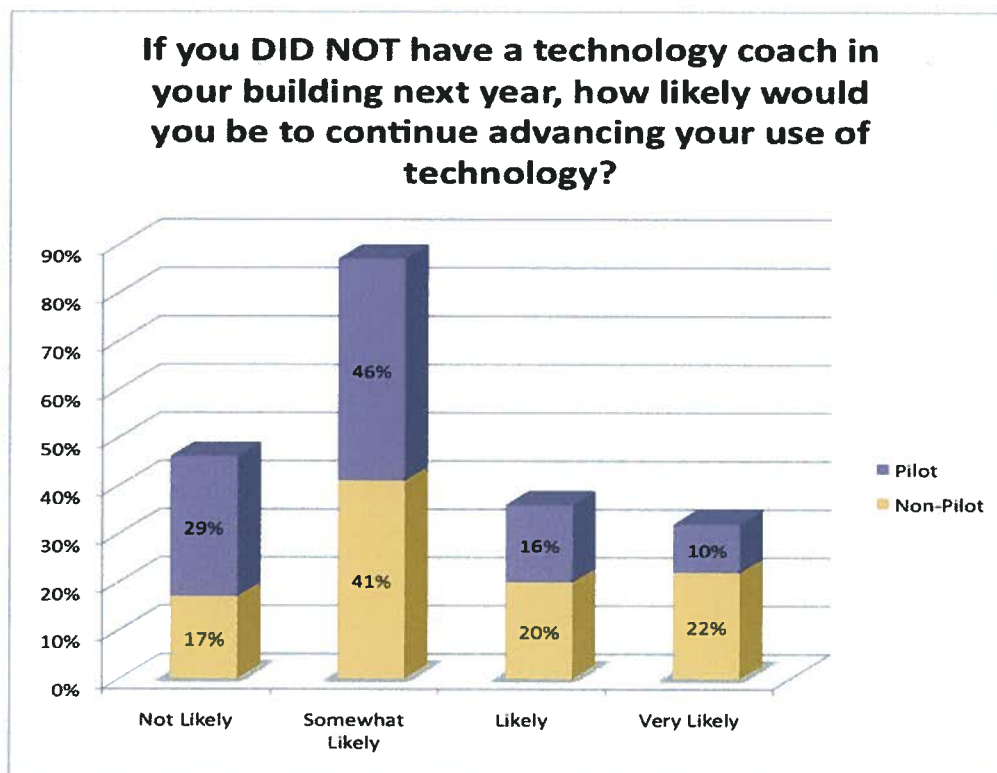
Conclusion 3: Teachers at pilot schools were almost twice as likely to attempt four or more new ideas for integrating technology this year as compared to teachers at the non-pilot schools.

How many new ideas for integrating technology into your instruction have you attempted this year?

Category	Non-Pilot (yellow)	Pilot (purple)
0-1	28%	11%
2-3	44%	43%
4-5	18%	23%
6 or more	9%	23%

Legend: Pilot, Non-Pilot

24
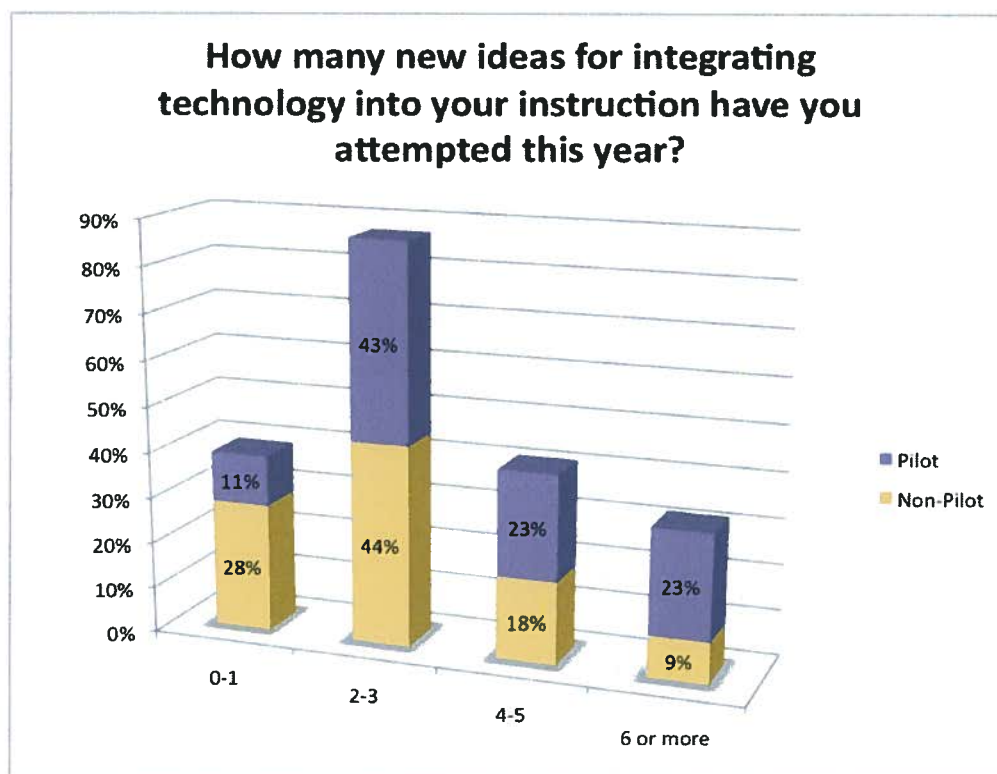
Conclusion 4: If given the opportunity next year, 75% of teachers at non-pilot schools already have indicated they would take advantage of the opportunity to work with a technology coach.

If a technology coach was available to you in the future, how likely are you to take advantage of the opportunity?

Response	Non-Pilot
Not Likely	7%
Somewhat Likely	18%
Likely	19%
Very Likely	56%
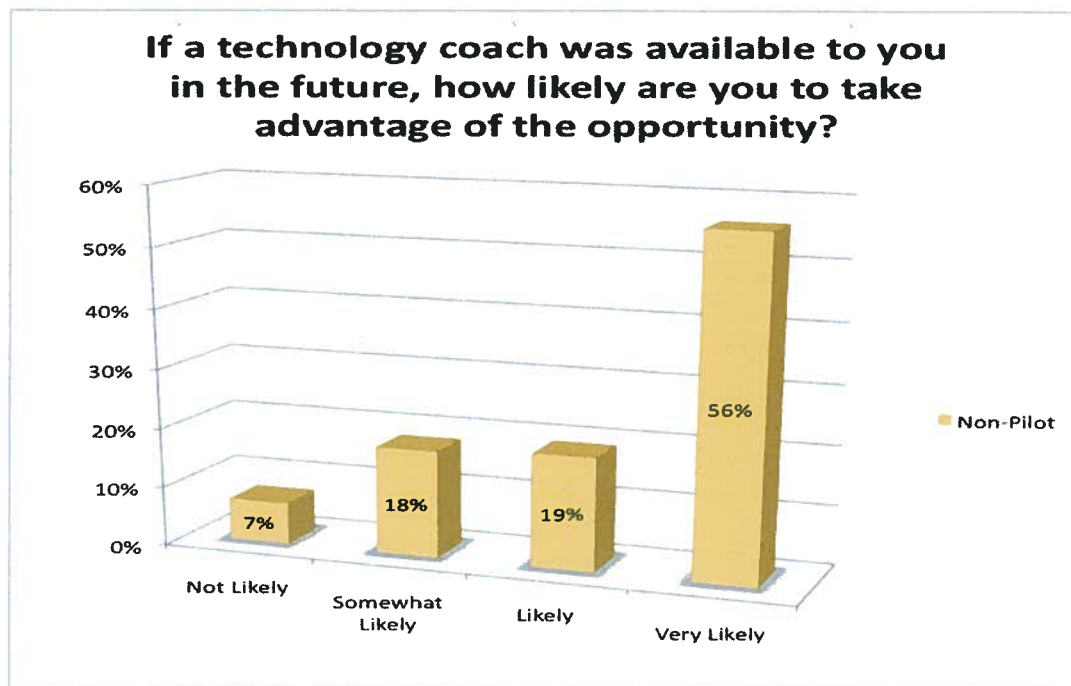
Conclusion 5: Almost three-quarters of the teachers at pilot schools feel it is "*very important*" to maintain a full-time technology coach in their building next year to continue to advance their use of technology.

In order to continue to advance your use of technology, how important is it to continue to have a full-time technology coach in your building?

Response	Pilot
Somewhat Important	13%
Important	14%
Very Important	73%

25
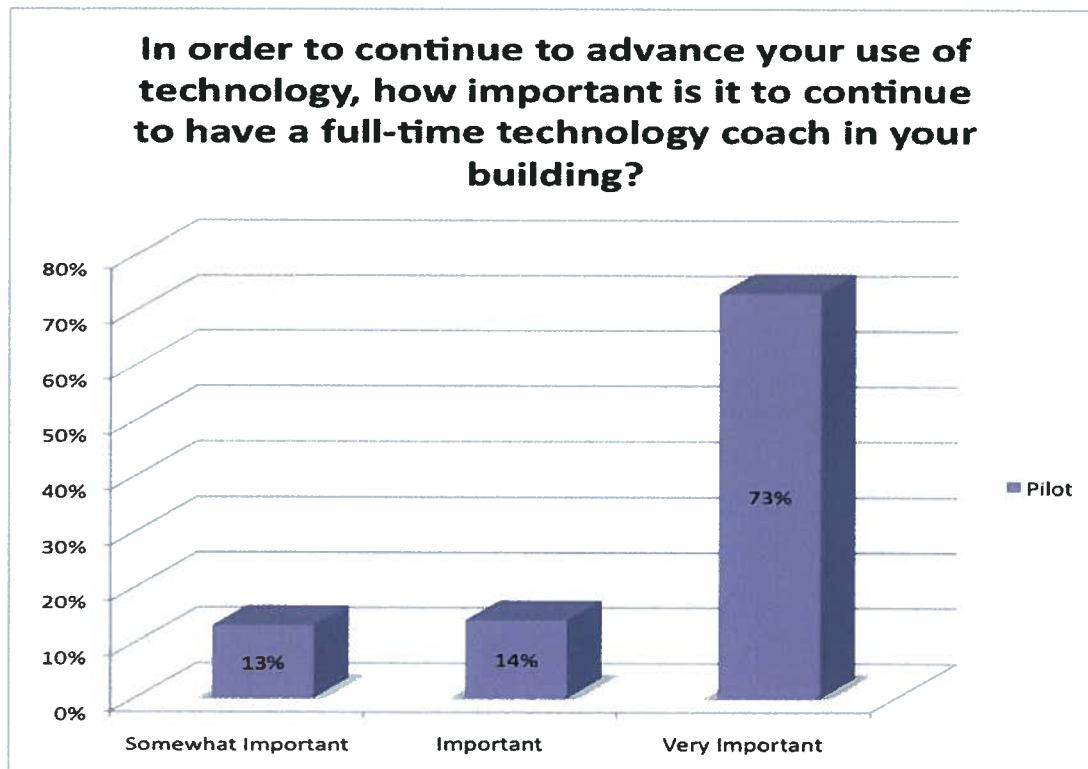
RAW SURVEY DATA

Technology Survey Spring 2012: <u>Pilot Schools</u>

1. Please select your school:

Franklin	41	29%
Lincoln	58	41%
Roosevelt	41	29%
Total	140	100%

2. How many new ideas for integrating technology into your instruction have you attempted this year?

0-1	16	11%
2-3	60	43%
4-5	32	23%
6 or more	32	23%
Total	140	100%

3. How many of those new ideas were a result of working with a technology coach in your building?

None	10	7%
A Few	38	27%
Many	34	24%
Most	58	41%
Total	140	100%

4. In comparison to last year, how would you describe your use of technology this year?

A decrease from last year	0	0%
About the same as last year	19	14%
A slight increase from last year	39	28%
A significant increase from last year	82	59%
Total	140	100%

5. If you indicated an increase in your use of technology as compared to last year, what supports or resources contributed to that increase?

118 Responses

6. In order to continue to advance your use of technology, how important is it to continue to have a full-time technology coach in your building?

Somewhat important	18	13%
Important	20	14%
Very important	102	73%
Total	140	100%

7. If you DID NOT have a technology coach in your building next year, how likely would you be to continue advancing your use of technology?

Not likely	40	29%
Somewhat likely	64	46%
Likely	22	16%
Very likely	14	10%
Total	140	100%

8. In thinking about implementing the District's Priority Standards/Common Core State Standards (which have a higher emphasis on technology integration), what supports would you need in the coming year to be successful?
140 Responses

Technology Survey Spring 2012: <u>Non-Pilot Schools</u>

1. Please select your school:

Carpenter	20	11%
Emerson	60	33%
Field	47	26%
Jefferson	12	7%
Washington	41	23%
Total	180	100%

2. If you do not have access to a Technology Coach, how likely are you to engage in professional development in the area of technology integration on your own next year?

Not likely	31	17%
Somewhat likely	73	41%
Likely	36	20%
Very likely	40	22%

Total		180	100%

3. How many new ideas for integrating technology into your instruction have you attempted this year?

0-1		51	28%
2-3		79	44%
4-5		33	18%
6 or more		17	9%
Total		180	100%

4. In comparison to last year, how would you describe your use of technology this year?

A decrease from last year		8	4%
About the same as last year		58	32%
A slight increase from last year		89	49%
A significant increase from last year		25	14%
Total		180	100%

5. If you indicated an increase in your use of technology as compared to last year, what supports or resources contributed to that increase?

119 Responses

9. If a technology coach was available to you in the future, how likely are you to take advantage of the opportunity?

Not likely		12	7%
Somewhat likely		33	18%
Likely		35	19%
Very likely		100	56%
Total		180	100%

10. In thinking about implementing the District's Priority Standards/Common Core State Standards (which have a higher emphasis on technology integration), what supports would you need in the coming year to be successful?

180 Responses

Park Ridge-Niles School District 64
"A Journey of Excellence" – Strategic Plan Implementation Schedule 2012-13

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

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15 PARCC
1. Accelerating the Use of Advanced Technology	1 Curriculum scope & sequence		Pilot			
	2 Staff proficiency standards					
	3 Resources/peer coaches		Pilot			
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implementation Comm)					
	8 BATC (Bd Adv Tech Comm)					
2. Model for Personal Student Goals	1 Grades K-2		Pilot	Pilot		
	2 Grades 3-5		Pilot	Pilot		
	3 Grades 6-8		Pilot	Pilot		
3. Collaboration within Our Partnership	1 Engage partners					
	2 Service learning			Pilot		
	3 Non English-spkg families					
4. Expectations for Student Learning and Instructional Practices	1 Develop Priority Standards/CCSS		Staff Dev	Staff Dev	Staff Dev	
	2 Hiring differentiation experience		Pilot			
	3 Staff dev on differentiation			Staff Dev	Staff Dev	
	4 Plan differentiation peer coaches					
	5 Implement differentiation peer coaches					
	6 Pre/post common assessments				Pilot	
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills		Staff Dev	Staff Dev	Staff Dev	
	10 Student progress reporting				Pilot	
	11 Data-driven instruction					
5. Support & Tools for Change	1 Utilize change protocol					
Existing Initiatives	RtI: Math & Social/Emotional					
	RtI: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curr					
	Teach learning strategies (all content areas)					
	Math Curriculum Review Committee					
	New principal/teacher evaluations			Principals		
	Orient new administrators					
	Facility Master Plan					
	MTSEP Dissolution					
	Conversion to Skyward					
	Contract negotiations					
	Board of Education orientation					

Board of Education April 9, 2012

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