

# STRATEGIC GOALS ACTION PLAN 2012-2013

## **Student Learning: Curriculum, Instruction & Programming**

**School Improvement Planning:** Identify and evaluate indicators of school success as a means of utilizing programs and practices that create continuous improvement in student achievement by:

- Implementing the school improvement planning processes aligned to the template and processes of the Illinois State Board of Education and the Rising Star Indistar System. Developing a District Improvement Planning process aligned to the template and processes of the Illinois State Board of Education and the Rising Star Indistar System.
- Supporting schools when submitting School Improvement Plans to the Board of Education and, when applicable, the Illinois State Board of Education for approval,
- Investigating the means for reporting district progress relative to the Strategic Goals Action Plan at least quarterly,
- Monitoring and analyzing the impacts of the Expanded School Day on student academic and social-emotional learning by collecting schedule changes and surveying key constituencies regarding how this is changing learning within the District.

**Learning Targets, Instruction and Assessment:** Identify, develop and/or define learning outcome indicators within the Common Core State Standards and national standards frameworks for subject areas not identified within the Common Core. Cultivating instructional strategies to support standards based instruction. Developing assessment methodologies and measures focused on student growth and achievement by:

- Developing teacher understanding of Common Core State Standards and national standards frameworks in their content area of focus,
- Continuing to provide professional development/support for program staff related to instructional methodologies and scheduling. Developing lesson formats with a focus on essential understanding, learning targets, and alignment to best practice in daily instruction,
- Reviewing, evaluating, and refining the District frameworks for academic growth assessments and monitoring. Exploration of common formative assessment methods to provide guidance toward improving student growth within the content area of instructional focus,
- Continuing to develop common summative grade level district assessments to ensure students accomplish a sufficient level of achievement within content area expectations,
- Continuing to monitor, review and integrate methodologies for utilization of technology to provide real-time assessment data to guide instruction including proposed plans from ISBE relative to online digital testing as part of the new PARCC (Partnership for Assessment of Readiness for College and Careers) online assessments required by 2014.

**New Mathematics Curriculum Implementation:** Effectively implement the newly adopted District Mathematics Curricula, supporting teachers' implementation of the Best Programs and Practices by:

- Building an understanding of research-based instructional strategies and conceptual teaching using the new curricular materials,
- Advancing understanding and implementation of the Common Core State Standards in Mathematics through professional development and instructional alignment,
- Continuing development of the Math Curriculum database.

**Language Arts and Reading Curriculum Alignment:** Provide support for the District's Curriculum Committees of Language Arts and Reading to examine and realign curriculum development and adoption to the New Illinois English/Language Arts Learning Standards incorporating the Common Core by:

- Continuing to alignment of recently adopted Language Arts Curriculum to the New Illinois English/Language Arts Learning Standards incorporating the Common Core,
- Reviewing and incorporating the New Illinois English/Language Arts Learning Standards incorporating the Common Core to the District's current reading curriculum and instructional practices to evaluate strength of current program, gaps in instruction, professional development needs, and potential areas for strengthening the curriculum,
- Continuing development of the Language Arts Curriculum database,
- Continuing work on alignment of guided reading and Common Core State Standards relative to reading instruction and learning.

**Response to Intervention:** Expand the District-wide implementation of Response to Intervention (RtI) by:

- Developing a system for district-wide evaluation of RtI implementation and ongoing improvement efforts,
- Training school administrators, special education staff, and school faculties regarding RtI processes and the use of RtI in determining special education eligibility,
- Continuing to support all kindergarten, first grade, ELL, and resource teachers as well as reading specialists regarding the analysis of AIMSweb data and appropriate early interventions for phonological awareness, phonemic awareness, and phonics while expanding this support to all second grade teachers,
- Applying a coaching model to support advanced implementation of AIMSweb, continued refinement of implementation of the problem solving process at all three tiers of support and evaluation of RtI processes,
- Providing professional development to administrators and building faculties in the use of the Star Math assessment system for purposes of collecting and managing both benchmark and progress monitoring data.

**Bilingual and ELL Education:** Continue to develop the District's Second Language Learning Program by:

- Continuing to provide professional development/support for program staff related to instructional methodologies, scheduling, and assessment,
- Continuing to provide support for the acquisition of instructional materials appropriate to the needs of the students being served,
- Continuing to work closely with the Bilingual Parent Advisory Council to support the success of the program and to explore and expand the opportunities for bilingual parent involvement in the school,
- Continuing to seek out and work closely with resources available through the ISBE bilingual consultant, Illinois Resource Center, and the DuPage Coalition for Bilingual Education.

**Gifted Education:** Utilize the program review and development process to evaluate and renew the District's gifted education program by:

- Establishing a committee comprised of parents, teachers, administrators, and community members,
- Researching best practice in gifted education,
- Evaluating the current gifted education program,
- Identifying and exploring program improvement options to be considered for implementation in 2013-2014,
- Selecting appropriate instructional materials to support the education of gifted learners.

**Community Engagement:** Continue promoting community awareness, support, and engagement regarding student learning and District 58 programs by:

- Creating a new Communications Advisory Panel to guide the District's efforts in this area,
- Incorporating results of school climate surveys and communications survey into communications plan,
- Holding Curriculum Nights for parents and providing them with information,
- Continuing to improve the District's various communications tools, including print and electronic publications and the District website,
- Continuing to promote awareness and understanding of, and support for, District programs and initiatives; and continuing to celebrate and promote student, staff, and school successes.

**Principal and Teacher Evaluation Frameworks:** Review and revise the District's principal and teacher evaluation models to align them with new ISBE requirements by:

- Continuing to build an understanding of the critical components of an effective evaluation system that promotes growth and increased skill in instructional strategies,
- Working collaboratively to revise the evaluation process to increase its effectiveness in improving teaching and learning,
- Providing professional development to expand on the major components of utilizing evaluation for improving professional practice,
- Working with the DuPage Regional Office of Education to support administrators in the completion of the state evaluator training modules,
- Revising, adopting, and implementing new principal evaluation tools and processes to incorporate the new ISBE requirements for consideration of Performance Evaluation, Professional Practice, and Student Growth.

### **Student Well-Being/Social-Emotional Learning (SEL)**

**Supportive Learning Environment:** Evaluate the school environment to identify areas for improvement in establishing and maintaining a positive, caring, collaborative learning environment for students, staff, and parents by:

- Analyzing the results from the School Environment Survey that was administered in the Spring of 2012,
- Using the survey results and feedback, building teams will develop individual building action plans related to improvement efforts,
- Identify current programs and activities relative to anti-bullying and cyber-bullying education programs,
- Providing building-based staff development on creating and maintaining a positive learning environment for students, as well as a positive school community for all stakeholders,
- Providing targeted staff development to all District social workers to increase knowledge and skills in supporting positive and safe school environments.

**SEL Skill Development Programs:** Provide support for the development of programs to address students' social and emotional needs and support SEL skill development of students by:

- Providing staff development opportunities on social emotional learning,
- Working with the building leadership to implement strategies for increasing social emotional support and skill development by students,
- Monitoring program options at the building level to address any identified needs and develop more systematic support for students,
- Working in partnership with the DuPage County Regional Office of Education (ROE) and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to provide SEL training and resources for staff that can assist student growth.

## **Technology for Teaching and Learning**

**Integrated Instructional Technology:** Support the integration of technology into the curriculum and instructional practices by:

- Evaluating the needs and impact of the new Common Core State Standards on technology integration,
- Implementing learning activities in conjunction with teachers based upon Ruben R. Puentedura's SAMR (Substitution, Augmentation, Modification, Redefinition) model of technology integration that continue to be sustainable for teachers to take ownership of future implementations,
- Improving teacher web pages beyond a communications portal into a hub of learning opportunity that mirrors and enhances the classroom learning experience,
- Evaluating strategies for managing District technology resources that empower administration, faculty, and students to have more individualization and ownership of their technology use.

**District Technology Planning:** Identify and evaluate the District's organizational approach to strategic planning and technology integration by:

- Enhancing the "District Technology Committee" as an extension of professional development into the school buildings,
- Establishing the new "Technology Procurement Committee,"
- Improving collaboration with the District 58 Education Foundation and Parent-Teacher Association,
- Implementing new purchasing procedures for ordering technology.

**Student Technology Use:** Review and develop a long-term planning process for student use of technology by:

- Initiating discussion surrounding possible 1-to-1, Bring Your Own Device (BYOD), and other possible blended approaches to student devices,
- Identifying a vision of technology integration in all aspects of a school environment if students were in some form of a 1-to-1 learning environment, including acceptable use policies and cyber-bullying education programs,
- Formulating foundational goals for student activities to establish a baseline of needs for device selection, and
- Identifying the goals and purpose of online learning that enhances classroom experiences.

## **Facilities, Finance, Operations and Maintenance**

**Facility Needs, Improvement and Planning:** Continue the review of facilities and establish a plan to address facilities needs by:

- Working with the Financial Advisory Committee (FAC),
- Possible site tours of rehabbed and/or new educational facilities in other school districts,
- Identifying funding options/alternatives,
- Establishing a Sinking Fund and define its purpose through the 2012-2013 budget process for future O&M projects,
- Identifying a timeline to address the facilities needs,
- Continuing to engage and inform the community regarding plans for the District's facilities.

**Fiscally Responsible and Transparent Budgeting:** Be responsive to State imposed changes and administer the District in a fiscally responsible manner by:

- Monitoring legislative discussions and new laws impacting school funding and/or expenditures/obligations,
- Furnishing Ed-Red, Alliance, and other school lobbyists, etc. with requested data,
- Providing ongoing support and training for the successful transition of new Business Office staff (Bookkeeper and Accounts Payable),
- Making budget and projection allowances,
- Making personnel contract, and handbook adjustments as needed.

**Electronic Documentation Management:** Explore the possibility of using of electronic documentation management for accounts payable records by:

- Meeting with current copier vendor, Canon, and the Director of Technology to establish District needs,
- Reviewing document management software,
- Scheduling a demonstration of the software as it pertains to accounts payable records with Business Office staff,
- Presenting the findings along with a recommendation to the Superintendent.