

STRATEGIC GOALS ACTION PLAN 2014-2015

Integrated Student Learning: Curriculum, Instruction & Programming and Technology for Teaching and Learning

Innovative Instructional Practices that Support Student Engagement, Achievement and Growth: Increase student achievement, engagement and growth through training for and implementation of differentiated, data-informed and innovative instructional practices by providing teachers and administrators with targeted professional development and instructional coaching focused on:

- The creation and implementation of differentiated learning experiences informed by the Measurement of Academic Progress (MAP) and other formative assessment data,
- Increasing student engagement in the learning process through differentiated instruction, the use of differentiated traditional and digital resources, and the development of traditional and digital products for use as formative and summative assessments, and
- Understanding and implementing formative assessment as a part of daily teaching and learning.

Program Evaluation and Improvement: Evaluate and engage in ongoing improvement efforts to better meet the needs of students addressed through the programs, services and curricula of:

- Kindergarten - Continuing to evaluate the current District 58 kindergarten program needs and exploring opportunities for piloting full-day kindergarten, including an analysis of facility, staffing and associated costs,
- English Language Arts (ELA) - Completing the laddered curriculum objectives for ELA Common Core and identifying resources to fully support multi-disciplinary learning through these Standards,
- Science - Continuing to explore Next Generation Science Standards and completing the development of curriculum ladders aligned to these Standards,
- 1:1 Learning Initiative - Monitoring the impact and effectiveness of the District 1:1 Learning Initiative,
- Digital Citizenship - Continuing to develop and implement the K-8 curriculum ladder for Digital Citizenship,
- Gifted - Revising and refining curriculum objectives to support programming for Gifted students, focusing the curricular development for the 3rd grade transition program, the 4th through 6th grade pull-out programs, and the Gifted ELA course at the middle school level,
- Bilingual and English Learners (EL) - Implementing the new Bilingual Kindergarten and 1st Grade program, including ongoing evaluation of progress, outcomes and ISBE regulations associated with the program and other associated EL services of the District,
- Developmental Learning Program (DLP) - Completing the structured program review of the District's Developmental Learning Program (DLP) with recommendations for ongoing improvement of the DLP learning experiences for students, and
- Reporting Mechanisms - Continuing to develop reporting mechanisms for Common Core Aligned content areas, implementing the reporting mechanisms in K-1 writing and piloting the reporting mechanisms in Math.

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

- ❑ Continuing to enhance partnership, interface and opportunities for community engagement through online, electronic and in-person communications,
- ❑ Implementing the goals outlined in the District's Communications Plan, and
- ❑ Developing and cultivating the District 58 brand and facilitating the use of key messages with internal and external stakeholders.

Teacher Evaluation Framework: Implement the District's new teacher evaluation plan aligned with the new legislative requirements to improve professional practice and promote the continual growth of each employee by:

- ❑ Building an understanding among teachers and administrators of the critical components of the framework essential to effectively supporting growth,
- ❑ Working collaboratively to implement the new teacher evaluation process to increase its efficacy in improving teaching and learning, while also utilizing teacher evaluation procedures and documents aligned with the new legislative requirements, and
- ❑ Providing professional development to expand on the major components of utilizing the evaluation framework to improve professional practice and student outcomes.

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

Supportive Learning Environment: Continue to 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:

- ❑ Using annual survey results and feedback to develop and implement individual building action plans related to improvement efforts led by each Building Leadership Team, and
- ❑ Providing targeted staff development to increase knowledge and skills in supporting positive and safe school environments.

SEL Skill Development Programs: Provide support for the development of programs to continue addressing students' Social and Emotional Learning (SEL) and skill development by:

- ❑ Monitoring the implementation of SEL skill instruction for all students in grades K-6, with an emphasis on classroom teachers providing the instruction in SEL skill development through the research-based Second Step Program and other supplemental curricular resources,
- ❑ Working with the middle school administrative teams to identify and monitor the implementation of effective strategies and instruction to increase the social emotional skill development of students,
- ❑ Implementing the Social Emotional Learning (SEL) program, Conscious Discipline, which is designed for Preschool-aged students and is aligned with the District 58 SEL curriculum and the Illinois social/emotional learning standards,
- ❑ Monitoring program options and supports at the building level to address identified needs and develop more systematic supports for students through social work and counseling services, and
- ❑ Reviewing and refining the system of coaching and support that is provided through the District Behavior Specialist to meet the needs of students, families, teachers, and buildings.

Facilities, Finance, Operations and Maintenance

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

- Monitoring all facilities related projects occurring during the summer of 2014,
- Planning for and implementing facilities related projects for the summer of 2015,
- Evaluating options related to use and renovations at Longfellow and the Administrative Services Center (ASC),
- Reviewing additional prioritized facilities needs, and
- Continuing to engage and inform the community regarding plans for the District's facilities.

Fiscally Responsible and Transparent Budgeting: Administer the District in a fiscally responsible manner while being responsive to State-imposed changes by:

- Monitoring legislative discussions and new laws impacting school funding and/or expenditures/obligations,
- Budgeting proactively in light of legislative changes,
- Continuing to work with the Financial Advisory Committee (FAC), and
- Transitioning to an online Board Documents system for Board meetings, workshops and documents.

Affordable Care Act: Monitoring, evaluating the impact of and making budgetary and health care benefits adjustments in accordance with the implementation of the Affordable Care Act.

Business Services and Personnel Department Improvements:

- Investigate, purchase, and transition to using a new financial administrative software system including a personnel administration module,
- Implement the automated system, AESOP/Frontline Technologies, for securing substitute teachers, instructional assistants, and clerical staff,
- Implement and support staff in utilizing Infinitec to provide more comprehensive training for certified, non-certified, and substitute teaching staff, and
- Transition to a new district transportation provider and the application of transportation fees.