

STRATEGIC GOALS ACTION PLAN

2016-2017

The following report provides an overview of the goal areas in support of the Strategic Plan of the Downers Grove Grade School District 58 and its Board of Education for the 2016-2017 school year.

STRATEGIC GOALS ACTION PLAN 2016-2017

Student Learning: Curriculum, Instruction & Programming

Instructional Practices that Support Student Engagement, Achievement and Growth:

- Differentiated and Flexible Instruction: Through ongoing professional development, teacher collaboration, curriculum committee work, and instructional leadership, the District will continue to:
 - Develop capacity for **differentiated, student-centered instruction** informed by curriculum objectives, performance data, and formative assessment;
 - Increase teacher understanding and implementation of **formative assessment** as part of daily teaching and learning through the use of staff collaboration time and ongoing professional development; and
 - Develop school building structures to support **flexible instructional delivery models** through the use of staff collaboration time and professional development.

- Student Engagement in and Ownership of Learning:
 - Increase student engagement and ownership in the learning process through **differentiated instruction**;
 - Explore the process of **student goal setting**; and
 - Develop innovative traditional and digital products for use as **formative and summative assessments**.

Teacher Evaluation Framework (Year 3):

- Support the implementation of student growth goals as part of the evaluation process.
- Continue to expand the understanding among teachers and administrators of the major components of the evaluation framework and its implementation to improve professional practice and student outcomes.
- Work collaboratively to refine the evaluation process to support growth and improvement in teaching and learning.

Programs of Instruction: The District will review programs of instruction and supports to continue to provide high quality, student-centered instruction in all classrooms.

- English-Language Arts (ELA):
 - Conduct an analysis of needs in English-Language Arts learning.
 - Develop a consistent scope and sequence for English-Language Arts instruction.
 - Explore and possibly pilot additional resources as recommended by the ELA Curriculum Committee to support English-Language Arts scope and sequence.

- Science and the Next Generation Science Standards (NGSS):
 - Explore unit development and potential resources for Next Generation Science Standards (NGSS)-linked curricular units K-8.
 - Provide professional development for shifts in instructional methodology based on NGSS framework.

- Mathematics:
 - Support implementation of Math Curriculum Blueprint through professional development and ongoing teacher collaboration.
 - Refine the Math Curriculum Blueprint, including the provision of professional development for the Math Committee regarding assessment.
 - Refine acceleration and support methodologies in math.

- Resource Development and Allocation:
 - Analyze intervention and enrichment supports and services.
 - Review supports for instructional leadership and professional development.

- Special Education Programming and Services:
 - Support the implementation of consistent special education procedures and protocols PreK-8.

Community Partnerships: Continue to strengthen community partnerships and communication, promoting community awareness, support, and engagement regarding student learning and District 58 programs.

- Launch a new website that will serve as a communications tool with our community.
- Review opportunities to continue and/or expand the Board's community engagement efforts, including related policy reviews/revisions.
- Evaluate the District's communication plan with the aim of promoting understanding of the goals and initiatives of the District.
- Review and continue to improve upon communication with parents regarding student progress, including recommendations relative to improvements in report cards and ongoing professional development relative to grading.
- Explore opportunities and develop plans for updating the Board's Strategic Plan.

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

Supportive Learning Environment:

- Monitor the implementation of SEL skill instruction for all students in grades Pre-K through 8, working to provide a consistent, research-based program of instruction in SEL skill development.
- Continue to use survey results and feedback from staff, students, and parents to develop and implement individual building action plans related to fostering a positive, caring, collaborative learning environment within each school as led by Building Leadership Teams.

Technology for Teaching and Learning

1:1 Learning Program: The District will monitor the 1:1 learning program and plan for future device refresh by:

- Gathering input from students, parents and teachers on the effectiveness of the 1:1 program; and
- Examining and analyzing needs and options for device refresh, including consideration of the options for the optimal device and schedule for implementation.

Facilities, Finance, Operations and Maintenance

Fiscally Responsible and Transparent Budgeting: Administer the District in a fiscally responsible manner by continuing to work with the Financial Advisory Committee (FAC) and to budget proactively in light of legislative and revenue changes.

Facility Needs, Improvement and Planning: Review facility needs and funding options, and establish a plan to address prioritized facilities needs, including consideration of:

- The 10-year health and life safety study and other facility-related reports,
- Completion and analysis of a demographic study of the District and each school region,
- Examination and analysis of options for district-wide phone system replacement,
- Review of the status, needs and options for updating middle school laboratories,
- Review and consideration of Lester School facility needs, and
- Continuing to engage and inform the community regarding plans for the District's facilities.