DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL SERVICES
Wilmette Public Schools

ACTION ITEM

Date: September 29, 2014

To: Raymond E. Lechner, Ph.D.
Superintendent of Schools

From: Gail F. Buscemi,
Business Manager

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Assistant Superintendent

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Building Principals, Grade Level Administrators,
and Assistant Principals

Curriculum Coordinators

Subject: Approval of 2014 – 2015 *District 39 CONNECTED Strategic Plan*

PROPOSED ACTION BY BOARD OF EDUCATION

Approve implementation of *District 39 CONNECTED Strategic Plan: Developing a 21st Century Infrastructure*

BACKGROUND

Yearly Planning Cycle

District 39 follows a yearly sequence of purposeful planning to ensure all goals and initiatives are aligned:

- After the spring presentation of Community Review Committee's (CRC) report each year, the administrative team provides a June update to the Board about progress with that year's Strategic Plan, and begins the process of analyzing strategic priorities for the coming year.
- As described in the August Board report, the Superintendent formally responds to the Community Review Committee's (CRC) spring report and recommendations.
- The Strategic Plan is presented to the Board of Education in September for approval.
- The Superintendent submits the District's/Superintendent's Goals to the Board in October based on the Strategic Plan.
- Subsequent implementation of these goals will be evident in the school improvement plans that are launched in November and December.

Recommendations from the CRC Report

Building as we have from CRC reports since 2009, we are continuing the tradition of sharing their titles to explicitly note our CONNECTED vision. To review our CONNECTED Strategic Planning path:
- *Tomorrow is Now: Preparing Our Students for the 21st Century 2009*
- *Tomorrow is Here: 21st Century Learning in our Classrooms 2010*
- *Social Responsibility CONNECTED to District 39 2011*
- *Assessing Characteristics of Successful Learners 2012*
- *Review of Technology and Learning Environments 2013*
- *Developing a 21st Century Infrastructure 2014*

In his response to the CRC last month, Dr. Lechner embraced three major areas of focus from the 2013-2014 report. To briefly review, Dr. Lechner supported the following recommendations for inclusion in our *2014-2015 CONNECTED Strategic Plan: Developing a 21st Century Infrastructure*:

1. A Multi-year Technology Plan
   This plan begins with technology visioning for District 39, and includes gathering input from representative stakeholder groups, securing an expert consultant to guide a comprehensive planning process, conducting a complete technology audit, and creating a multi-year

technology plan with strategic priorities, goals, objectives, and student outcomes.

2. <u>Multi-year Phased Development of Learning Commons Spaces</u>
   All schools will engage in visioning processes with stakeholders to ensure consistent planning, development of funding strategies and timelines, and identification of student outcomes for use of these innovative learning spaces.

3. <u>1:1 Learning Environment</u>
   Following the successful pilot at Highcrest Middle School, the 1:1 Learning Environment is being fully implemented in grades 6 and 7 this year. Although clearly a part of the larger technology vision for the District, specific considerations will be directed to the parent and student communication aspects of the ongoing roll out, with a review of the fee structure, attention to the technology infrastructure to support additional grade levels, and a review of all related data.

2014-2015 CONNECTED STRATEGIC PLAN: DEVELOPING A 21ST CENTURY INFRASTRUCTURE

The District 39 *Strategic Plan* continues an emphasis on four *CONNECTED* goal areas: CONNECTED Core Subject & Content, CONNECTED Learning, CONNECTED Communication, and CONNECTED Structural Platform. The plan, attached to this report, is in the form of S.M.A.R.T. goals. We use a goal template, which has been slightly modified, that is commonly used by schools and business organizations to develop goals that are: Specific, Measurable, Achievable, Relevant, and Time-bound.

Summarizing Our Action Steps (Deliverables)

Within each goal area of the *Strategic Plan* are many "deliverables," or action steps, that must be taken to achieve the measures.

<u>2014-2015 CONNECTED Core Subject & Content Goal</u>
This goal represents the "meat and potatoes" of teaching and learning in District 39. This is our goal for reviewing, developing, and implementing curricula. It is also the goal area that focuses on the ways in which we develop or monitor assessments of student progress and achievement.

English language arts have an extended timeline leading to implementation during the 2016-2017 school year. In the meantime, anticipating the arrival of the PARCC assessments next spring, this goal establishes other measures for reading achievement due to the dissolution of ISAT. Physical Education/ Health (K-8), Mandarin Chinese (5-7), Math (K-8), Social Studies (K-8), and

Social Emotional Learning (K-8) curricula are being implemented this year, with resulting in action steps that are associated with the early execution stage of curricula. Some examples of common elements across curricular areas will include facilitating implementation of revised curriculum and developing and refining assessments.

With Second Step programming firmly ensconced on our schools, we are now determining additional resource materials, as well as assessment tools to refine our identification practices for students needing support. The Characteristics of Successful Learners (CSLs) are those dispositions that make people successful in life. These include thinking skills, interpersonal skills, and executive functioning skills. Through our gradual roll out of the CSLs, Wilmette Junior High School is now embedding these CSLs into revised curricula and aligning student recognition activities with the CSL language. Additionally, we included the Mathematical Practices Standards as part of this deliverable because highly successful math students make a habit of these practices the same way the CSLs help students in more general ways:

- Making sense of problems and persevere in solving them
- Constructing viable arguments and critique the reasoning of others
- Modeling with mathematics
- Attending to precision
- Looking for and making use of structures
- Using appropriate tools strategically
- Looking for and expressing regularity in repeated reasoning
- Reasoning abstractly and quantitatively

The last part of our Core Subject & Content Goal is addressing instructional outcomes and a pilot for the Learning Commons development. Building on the their first year pilot, Central School will is using the culture of the Learning Commons and a storytelling genre to develop grade level outcomes for the kindergarten ELA Standards and the "4 Cs: Creativity, Communication, Collaboration, and Critical Thinking."

2014-2015 CONNECTED Learning Goal

This goal area focuses on the professional development of our staff. As outlined in the attached Strategic Plan, with revised and/or newly developed curricula being implemented in many areas during the current school year—Physical Education/Health, Mandarin Chinese, Math, and Social Studies—on-going professional development is a major priority in the District. We also prioritize professional development for principals as the instructional leaders of their buildings. Summer training, District Institute Days, Academy 39 classes, New Teacher Orientation, Administrative Council, and grade level collaborations are among the ways our staff receives training.

2014-2015 CONNECTED Communication Goal
In an ongoing effort to improve district-wide communications, a strategic approach is being piloted to ensure that we have a solid protocol for sharing information with the community. Especially for large initiatives, establishing communication guidelines becomes increasingly important in a time when news travels quickly and miscommunication is always a concern. Additionally, this goal area provides an additional opportunity for us to address parent education about revised curricula, and to survey stakeholders for their feedback about new proposals, materials, structures, and the like.

2014-2015 CONNECTED Structural Platform Goal
This goal develops policies and infrastructure to support teaching and learning in the District. We continue to move forward with the implementation of the Teacher Evaluation Process as required by the State of Illinois, with a focus on a student growth model, "Student Learning Objectives (SLOs)."

This goal is also providing an opportunity to strengthen the middle school model across our blended campuses at HMS and WJHS:

- Encouraging all teachers to obtain middle school endorsements— especially in math
- Exploring restructuring of schedules in grades 5-8 to better fulfill the needs of students

A large portion of this goal is addressing the recommendations from CRC: the technology vision and multi-year plan, the phased-development for Learning Commons space in each of our schools, and the continued implementation and possible expansion of our 1:1 Learning Environment.

And finally, this goal provides for the establishment of budget parameters for Learning Commons, HVAC renovations, and a cycle of safety review for our facilities through collaboration with other government entities. Additionally, long-term planning for our facilities is explored, with focuses on large capital needs, solutions to flooding, prioritizing capital projects and addressing space needs for our Connecting Kids program.

Summarizing the Measures of Progress

The section above summarized the "Deliverables, or Action Steps" for each of our goal areas. Some key measures for this year's Strategic Plan are summarized below.

When we use an instrument for the first time, it is necessary to establish a baseline to give us a starting point for future comparisons. For example, the Illinois State Board of Education is replacing our state test, the ISAT, with a new set of assessments, called PARCC. Therefore, you will notice references on

the *Strategic Plan* template to **"establishing baseline data"** using information about students' scores we receive from PARCC. This enables us to make comparison the following year when students take the test for a second time.

Additionally, you will see references to ***"Type II and Type III assessments"*** in some of our measures. A requirement of the Performance Evaluation Reform Act (PERA) is to include student growth as a component of the teacher evaluation system by the 2016-17 school year. Assessments are categorized as Type 1, Type II, and Type III. Table I, below, clarifies these assessments.

TABLE I: Assessment Types

Type I Assessment	Type II Assessment	Type III Assessment
• Measures a certain group of students in the same manner with the same potential assessment items • Is scored by a non-district entity • Is widely administered beyond IL	• Developed, adopted, or approved by the district & used on a district-wide basis that is given by all teachers in a given grade or subject area	• Rigorous, aligned with the course curriculum, and that the evaluator & teacher determine measures student learning
Examples: • Performance Series	Examples: • Collaboratively developed common assessments • Curriculum tests • Assessments designed by textbook publishers	Examples: • Teacher-created assessments • Assessments of student performance

Highlighted Measures from the Four Goal Areas

2014-15 CONNECTED Core Subject & Content Goal
With the new PARCC assessments replacing ISAT next spring, we will establish baseline data in English language arts and math beginning in spring 2015. We will also establish a summative baseline measure in math for each grade level using the district common assessment (Type II) for required fluency expectations and rich task (performance-based) assessments by May 2015.

Baseline data for other subjects will be established by May 2015 using Type II and Type III assessments. Physical Education and Social Studies are two subjects that are developing these assessments. New screening tools will be used for purposes to more accurately identify students with internalized behaviors as part of Response to Intervention (RtI) and identifying students who require service.

The expansion of the 1:1 Learning Environment provides an opportunity for teachers to communicate differently with parents and students. A beginning of year survey revealed a 5% response rate to, "Do you frequently communicate with parents through the Schoology Parent Portal?" A goal for this year for Grade 6 and 7 teachers is to increase this frequency to 70%. Another new learning environment in D39 is the Learning Commons at Central School. With

pilot continuing for its second year, among the measures exploring the impact of this learning culture at Central will be a measure to determine the ability of kindergartners to meet standards for language arts and "4 Cs" (Creativity, Communication, Collaboration, Critical Thinking).

2014-15 CONNECTED Learning
The Illinois State Board of Education (ISBE) requires evaluations of District Institute Day trainings using mandated state evaluation form. Our measure for this year is that 80% of staff increased knowledge or skills related to his/her teaching assignments as a result of training by May 2015. Additionally, with training tailored specifically for administrators this year, a similar measure has been set to assess their understanding of revised curricula. And, with the 1:1 Learning Environment expansion to all of grades 6 and 7, a measure has been set to increase teacher usage of the Schoology application as a home-school communication tool to 70% by the end of the current school year.

2014-15 CONNECTED Communication Goal
Our expectation is that our strategic communication protocol and guidelines will provide a more proactive approach to messaging in the district. Therefore, surveys will be administered and analyzed throughout the year, as we strive for respondents to report that 70% of communication efforts were effective.

Additionally, we will survey parents who participate in educational opportunities about revised curricula and the 1:1 Learning Environment, and also those who get information from other District venues such as Principal Communications, our website, and so on. We will expect respondents to report that our communication through each of these formats and topics was effective and meaningful.

2014-15 CONNECTED Structural Platform Goal
Some deliverables do not have annual measures, and this is the case with many elements in our Structural Platform Goal. However, a long-range goal for the Review of the Grades 5-8 Model is for all fifth grade teachers to hold middle school endorsements by 2017, with a particular focus on endorsement in middle school mathematics.

CONCLUSION

To conclude, the *2014-2015 CONNECTED STRATEGIC PLAN: Developing a 21st Century Infrastructure* maintains the CONNECTED theme that we are:

Committed to our *Core Subjects*
Opening minds to a *Global Perspective*
Nurturing the *Characteristics of Successful Learners*
Nourishing a sense of *Social Responsibility*
Empowering *Communication* skills
Cultivating *Collaboration*
Transforming *Technology* into a continuous knowledge tool
Evolving our *Teaching styles, learning process and environment*
Developing students of tomorrow
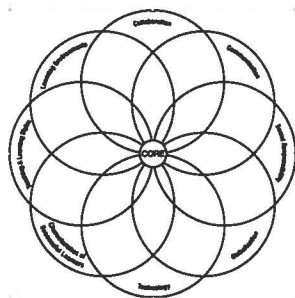
Recommended for approval by the Board of Education

Raymond E. Lechner, Ph.D., Superintendent of Schools

Attachment:
2014-2015 CONNECTED Strategic Plan: Developing a 21st Century Infrastructure

2014-2015 CONNECTED Strategic Plan: Developing a 21ˢᵗ Century Infrastructure

2014-2015 CONNECTED Core Subject & Content Goal:
Integrating CONNECTED Teaching & Learning

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible

A1. Establish summative baseline data in ELA for grades 3-8 from the combined PARCC Performance-based Assessment (PBA) and the End-of-Year Assessment (EOY) in spring 2015.	**A. English Language Arts (ELA) Curriculum Review**
	1. Curriculum Development
	• Curriculum Review Committee 2013-2016
	    o Develop curriculum documents
	    o Identify and develop Type II and III assessments
	    o Select materials and resources
	    o Plan for 2016-2017 implementation
	• Administer PARCC Assessments Spring 2015
	• Plan for integrated 5-8 ELA class (and included Scheduling Committee - see structural platform goal): 2014-16
	2. Student Achievement in Reading
	• Establish PARCC baseline spring 2015
	• Establish fall-to-winter expected gains for Reading Performance Series norms
	• Establish fall-to-fall expected gains Reading Performance Series norms
		Department of C&I; Building Administrators; Teachers from the content area (LBSs, DSTs, Technology, LMC teachers, WEA reps, and Departments of HR and Student Services if needed)

B2. Establish baseline data for K-8 physical education on Type II and III assessments.	**B. Physical Education and Health K-8 Curriculum**
	1. Curriculum Development
	• Curriculum Review Committee summer 2015
	    o Develop curriculum documents
	    o Develop and implement Type II and III assessments
	    o Plan for 2014-15 implementation
	2. Implementation
	• Refine assessments 2014-15
	• Collect data 2014-15
		Department of C&I; Building Administrators; Teachers from the content area (LBSs, DSTs, Technology, LMC teachers, WEA reps, and Departments of HR and Student Services if needed)

C2. Establish baseline data for Grades 5-7 in Mandarin on Type II assessments.	**C. Mandarin Chinese 5-8 Curriculum**
	1. Curriculum Development
	• Curriculum Review Committee 2012-14
	    o Develop and refine curriculum documents
	    o Develop and implement Type II assessments
	    o Select materials and resources
	    o Plan for 2014-15 grade 7 implementation
	• Curriculum Review Committee 2014-15
	    o Develop grade 8 curriculum documents
	    o Develop Type II assessments
	    o Select materials and resources & plan for 2015-16 implementation
	    o NTHS collaboration for freshman transition prior to grade 8 implementation
	2. Implementation
	    o Implement grade 5-7 curriculum 2014-15
	    o Refine assessments
	    o Collect Data
		Department of C&I; Building Administrators; Teachers from the content area (LBSs, DSTs, Technology, LMC teachers, WEA reps, and Departments of HR and Student Services if needed)

D2a. Establish summative baseline data in mathematics for grades 3-8 from the combined PARCC Performance-based Assessment (PBA) and the End-of-Year Assessment (EOY) in spring 2015. D3b. Establish end-of-year baseline data in mathematics for each grade level using the district common assessment (Type II) for required fluency expectations and rich task (performance-based) assessments (May 2015).	**D. Math Curriculum K-8** **1. Curriculum Development** • Math Transition Team 2012-13 • Math Curriculum Review 2013-14 • Identify and develop Type II and III assessments in collaboration with C&I and administrators 2014-15 **2. Student Achievement in Math** • Establish PARCC baseline spring 2015 • Establish fall-to-winter expected gains for Math Performance Series norms • Establish fall-to-fall expected gains Math Performance Series norms • Monitor 2014-15 Math Performance Series results to evaluate implementation of new curriculum K-8 **3. Implementation** • Facilitate implementation of the revised curriculum with supporting programs (Grades K-5: *Math in Focus: Singapore Math*; Grade 6: *CMP3/Big Ideas*; Grades 7-8: *Big Ideas/CMP3*) 2014-15 • Implement Type I (Performance Series and PARCC) and Type II (district common assessments) assessments	Department of C&I; Building Administrators; Teachers from the content area (LBSs, DSTs, Technology, LMC teachers, WEA reps, and Departments of HR and Student Services if needed) Also Consultant Trainers from CMP3, Math in Focus, and Big Ideas if applicable.
E2b. Establish baseline data in social studies for each grade level using the Type II and Type III assessments by the end of May 2015.	**E. Social Studies Curriculum K-8** **1. Curriculum Development** • Social Studies Curriculum Review Winter 2012 - Winter 2014 • Identify & develop Type II and III assessments in collaboration with C & I and administrators **2. Implementation** • Facilitate implementation of revised curriculum with supporting materials 2014-15 • Implement Type II and III assessments • Collect 2014-15 baseline data on district common assessments (Type II) in preparation for comparison to 2015-16 results	Department of C&I; Building Administrators; Teachers from the content area (LBSs, DSTs, Technology, LMC teachers, WEA reps, and Departments of HR and Student Services if needed) Also Consultant Trainers if applicable.

F1a. Using 2012-14 baseline data, new screening tools for identifying students with internalized behaviors will decrease the number of students misidentified by 10%.
 	
F1b. Using 2012-14 baseline data, new screening tools for identifying students with internalized behaviors will increase the number of students accurately identified by 10%.
	F. SOCIAL EMOTIONAL LEARNING (SEL)
	1. Additional Resources and Assessment Tools
	 • Identify supplementary SEL assessment tools to refine identification of students exhibiting internalizing behaviors and needing support 2014-15
	 • Incorporate additional SEL resources (Zones of Regulation, Super Flex) to supplement Second Step Curriculum
	 • Investigate Universal screening tools
	   o Implement Rush SEL web assessment at the elementary schools
	   o District developed questionnaire (First year pilot)
		Teachers, Department of Student Services, Administrators, School Psychologists and Social Workers

G1. Once each quarter, 80% of WJHS students will accurately explain how the application of specific Mathematical Practice(s) helped them to solve a complex problem (2015-16).	**G. Characteristics of Successful Learners (CSLs)**
	1. Alignment to Curriculum and Building-based Practices
	   • Embed CSL practices into new curricula during 2014-15, such as:
	      ○ Social Studies: Emphasize *multiple perspectives* and *interconnectedness*
	      ○ Math: Explicitly model, relate, and apply the CSLs to the 8 Mathematical Practice Standards in problem solving in grades 5-8 (for example, *demonstrate perseverance* and *think flexibly* when constructing viable arguments)
	      ○ PE/Health: Include *striving for personal best* and *taking responsible risks* in health and fitness
	   • Create smart comments in PowerSchool Grade Book 2014-15
	2. Implementation
	   • Implement CSL practices through the new curricula 2014-16
	   • Align WJHS Student of the Month Awards, merits, & student recognition activities to CSLs
		HMS and WJHS Building Administrators and Teachers

H2a. Using a September 2014 baseline video, a May 2015 video will reveal that 80% of Kindergarten students at Central chose to collaboratively create a retelling in the Learning Commons.
 	
H2b. The results of the teacher interview group will show an 50% increased usage of building collegial resources to expand the learning experiences for kindergarten students based on 2013-14 records.
 	
H2c. 75% of Kindergarten students will meet the ELA and 4Cs standards on a rubric.
	H. Learning Commons
	1. Instructional Outcomes Development 2014-16
	   • Continue the school-based visioning and planning processes:
	      ○ Identify opportunities to enhance existing curriculum through experiences in the Learning Commons environment
	      ○ Develop student outcomes for Kindergarten through summer writing (2014)
	      ○ Identify grade level outcomes for the 4 Cs:
	         ■ Creativity
	         ■ Communication
	         ■ Collaboration
	         ■ Critical thinking
	2. Pilot Implementation
	   • Explore the impact of the Learning Commons culture on the ability of kindergarteners to use the 4 Cs to enhance their learning experiences 2014-15
	   • Use storytelling experiences in the Learning Commons to show the growth of student communication skills and students' increased capacity to demonstrate the 4 Cs through:
	      ○ Digital portfolios of student products
	      ○ Teacher Interviews
	      ○ Learning Commons Sign-up Records
	      ○ Collaboration Planning Sessions
	      ○ Student, parent, and teacher testimonials
	      ○ Storytelling Rubric (includes applicable Standards for K ELA and 4 Cs)
		Building and District Administrators, LMC/DST/ Technology Teachers, Classroom Teachers, Communication Director, Technology Director, C&I, Building Learning Commons Committees, Consultants, Business Office, HR, Student Services, Superintendent

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2014-2015 CONNECTED Learning Goal:
Enhancing CONNECTED Teaching, Learning, & Collaborating for All Staff

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible

A1-5. By the end of May 2015, as indicated on the ISBE Professional Development Evaluation form, 80% of staff increased knowledge or skills related to his/her teaching assignment (ELA, PE/Health, Mandarin, Math, and/or Social Studies) as a result of training.
 	
A1-5. 80% of administrators will increase in his/her knowledge and understanding of the revised curricula and materials.
	A. Professional Development for Curriculum
	1. English Language Arts (ELA)
	  • Provide on going professional development
	    ○ Common Core State Standard Adoption by ISBE 2012-13
	    ○ ELA District Committee and District Institute Days 2013-16
	    ○ Plan for ongoing PD to support 2016-2017 implementation of revised curriculum (teachers and administrators)
	2. Physical Education and Health
	  • Provide for ongoing PD to support implementation of revised curriculum 2014-15
	3. Mandarin
	  • Provide ongoing PD and mentoring to support implementation of revised curriculum in grades 5-6 and new curriculum in grade 7 (teachers and administrators) 2014-15
	4. Math
	  • Provide ongoing PD to support implementation of revised curriculum 2014-15
	    ○ Common Core State Standard Adoption by ISBE 2012-13
	    ○ Math Transition Team and District Institute Days 2012-13
	    ○ Math Curriculum Review Committee members 2013-14
	    ○ Provide professional development delivered by trainers to support teachers' use of the adopted curriculum materials 2014-15
	5. Social Studies
	  • Provide ongoing PD to support implementation of revised curriculum 2014-15
	    ○ Social Studies Committee members January 2012-January 2014
	    ○ District Institute Days 2012-2015
	    ○ Provide professional development delivered by trainers to support teachers' use of the electronic resources 2014-15
	6. CSLs
	  • Provide PD for WJHS Math, Social Studies, PE/Health teachers on use of CSLs language related to their content 2014-15
	  • Provide PD for WJHS Social Studies and PE/Health teachers on use of CSLs in creating report card comments
	    ○ Social Studies and Physical Education/Health 2014-15
	    ○ Math & Science 2015-16
		Department of C&I, Curriculum Committees, Curriculum Consultants, Teachers, Building Administrators

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	B. Professional Development Structure
	1. Professional Growth Networks (PGNs)
	   • Provide PGN collaboration time at August and November Institute Days 2014
	   • Develop a collaborative sharing venue 2014-15
	      ○ Offer staff opportunities to review PGN projects
	      ○ Encourage implementation of new strategies
		PGN Co-facilitators; teachers; paraprofessionals; and Departments of C&I, Student Services, Human Resources, & Technology

	C. TEACHER EVALUATION
	1. Legal Changes Impacting the Evaluation Process 2011-17
	   • Continue training as needed for principals and teachers on the legal changes impacting their respective evaluation protocols or roles in the evaluation process
	2. Exploring Student Learning Outcomes (SLOs)
	
	   • Phase I Summer 2014
	      ○ Conduct initial training for administrators and sub-group of teachers on SLOs and student growth models
	   • Phase II 2014-15
	      ○ Develop a formal SLOs pilot to develop a student-growth framework
	      ○ Review Teacher Evaluation Plan & revise as needed to reflect feedback on process
	   • Phase III 2015-16
	      ○ Implement a professional development structure for all staff
	      ○ School-based grade-level or department teams
	      ○ Student-growth focus (e.g. SLO)
	   • Phase IV 2016-17
	      ○ Implement student growth as part of Teacher Evaluation Plan (See CONNECTED Structural Platform Goal)
	      ○ Train staff on revised Teacher Evaluation Plan
		Departments of HR, C&I, and Student Services, Administrators, Teachers, Consultant from CEC

D1. As a result of Professional Development, a May 2015 year survey will reveal that 70% of 6th and 7th grade teachers in the 1:1 Learning Environment increase the frequency with which they are using Schoology for home/school communication purposes with parents, such as providing:
   • Access to student work with teacher feedback
   • Assignment due dates
   • Student contributions to collaborative projects
	D. 1:1 Learning Environment 2013-16
	1. Ongoing 1:1 planning and PD for 6-8 grade teachers
	   • Continue monthly 5-8th grade 1:1 steering committee meetings 2014-15
	   • Continue PD for 8th grade roll out 2015-16
	   • Continue 6th Grade 1:1 Friday planning and PD meetings (minimum of 2 per month) 2014-15
	   • Create PD support plan for new teachers at HMS and WJHS 2014-15
	   • Implement 1:1 6-8 grade Learning PD courses at Institute Days and through Academy 39 classes 2014-15
	   • Provide WJHS and HMS 1:1 Learning staff sharing and resource website 2014-15
		Departments of Technology, C&I, 1:1 Steering Committee, Student Service, Business, and Superintendent, 1:1 Steering Committee, HMS and WJHS Administrative Teams and piloting teachers

2014-2015 CONNECTED Communication Goal:
Implementing a CONNECTED Strategic Approach to District Communications

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible

Background: Past communications have been successful overall, but in retrospect, some could have been more proactive and missed opportunities have been identified. In an effort to be more proactive about our communications approach, an Ad Hoc Communications Committee was convened to establish a protocol and guidelines for future communications, particularly for large initiatives.
 	
In addition, we are always proactive about protecting the privacy of children whose parents have not given permission their child's photograph to be used. A renewed effort to ensure that all material that appears in the press and social media need to go through the Communications Director.
 	
A3. 70% of parents will state that the communication was effective following at least 3 events that used our new communication protocol/tool (by May 2015).
	A. District-wide Communications Planning 2014-15
	  1. Strategic Communications Planning Tool and Protocol Development spring 2014
	    ● Develop a proactive tool and protocol for Communication Director and administrators on all relevant issues
	  2. Implementation 2014-15
	    ● Apply tool and protocol to applicable issues and/or initiatives
	    ● Ensure that all schools are receiving equitable coverage through District communications ands local media coverage
	    ● Provide building administrators with notice about relevant topics for upcoming school board meetings for use in their parent emails
	  3. Feedback 2014-15
	    ● Survey administrators and parents on topics related to the effectiveness of a more proactive communications approach
	    ● Administrators will provide qualitative feedback on surveys regarding the strategic communications planning tool by May 2015
		Superintendent; Communication Director; Departments of C&I, Student Services, Business, HR, & Technology; Building Principals & Assistant Principals/GLAds; & Teachers

B1. At least 75% of parents responding to surveys following each parent program will indicate that the programming meaningfully increased or significantly increased their understanding of the revised curricula (by May 2015).
 	
Background: End-of-the-year 2014 pilot-survey results revealed 62% of parents were very satisfied with child's
	B. Parent Education Planning
	  1. Revised Curricula 2014-15
	    ● Provide District and school based educational opportunities/communications for parents/community about our revised social studies and math curriculum and programs
	    ● Survey parents regarding the effectiveness of all informational programming about new curricula
	  2. Technology 2014-15
	    ● Coordinate dissemination by administrators in weekly parent updates of Media Resource information
	    ● Provide timely community updates regarding technology visioning and planning process
	    ● Develop messages about the development of Learning Commons in respective schools
		Superintendent; Technology Director, Communication Director; Departments of Technology and Library, DST, C&I, Student Services, Business, HR; Building Administrators, District Technology Planning Committee, Consultant, Learning Commons Committee, 6th/7th/8th

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participation in the 1:1 Learning Initiative.
 	
B2. The end-of-year survey (May 2015) will demonstrate 70% of parents are satisfied or very satisfied with their child's experience in the 1:1 Learning Environment.
	• Use the strategic planning tool to share messages about the 1:1 Learning Environment:
	    ◦ Informational video for students and parents (August 2014)
	    ◦ #iPad Monday, GLAd notes, and Facebook posts
	    ◦ Informational emails about resources on responsible use of technology
	    ◦ Media resources such as those identified in Appendix C of the 2014 CRC
	    ◦ Technology handbook for students and parents (May 2015)
	• Survey parents regarding their child's experience in the 1:1 Learning Environment
		grade Teachers

	C. Student Education Planning 2014-15 **1. Responsible Use of Technology** • Develop Acceptable Use Policy, handbook, informational video, emails, and resources • Provide student orientation and communicate expectations.	Technology Director, Technology Teachers, Building Administrators

2014-2015 CONNECTED Structural Platform Goal
Developing the Infrastructure & Policies to Support CONNECTED Teaching & Learning in D39

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible
	A. Teacher Evaluation 2016-17 1. **Phase IV: Implement student growth model (SLOs) as part of Teacher Evaluation Plan** (2016-2017)	Depts. of HR and C&I, HMS Administrators, Superintendent

B1a. By 2017, 100% of all 5th grade teachers will have a middle school endorsement.
 	
B1b. By 2017, 50% of all 5th grade teachers will have a math endorsement.
	B. Review the Grades 5-8 Model 2013-17
	1. **Middle School Endorsements 2013-17**
	• Monitor the progress of grade 5 teachers towards obtaining a middle school endorsement
	• Coordinate D39 partnership with NLU to increase the number of middle school math endorsed grade 5 teachers beginning in fall 2014
	2. **Restructure Schedules for Grades 5-8**
	• Phase I: Pilot 6th grade restructuring for ELA, science, & math (2014-15)
	• Phase II: Establish a scheduling committee (2014-16)
	   ○ Review school day structure at HMS & WJHS (instructional minutes, Homeroom/Advisory etc.) & departmental goals
	   ○ Explore scheduling of core instructional subjects in comparable districts
	   ○ Review professional literature and publishing doc for recommendations regarding time necessary for core content instruction
	   ○ Consider implications of scheduling changes (at all schools and on bus schedules)
	• Phase III: Recommend schedule changes for HMS and WJHS 2015-16
	   ○ Propose changes for implementation for next contract between WEA and the Board
		Scheduling Committee: 5-8 Administrative Team, 5-8 teacher reps from each department, MEC Administrative representation, WEA representation

Background- During the HMS 1:1 pilot, log records were maintained of students receiving technology support from the "Drop-in Center." Of the 08 students in the pilot, there were an average of 22 visits per-month (rate 20%).
 	
C3a. During the 2014-2015 school year, 20% of participants (178/893 students) in the 1:1 learning environment will utilize the drop-in center per month.
 	
C3b. During the 2015-16 school year, 10% of participants (approx.130/1,300) in the 1:1 learning environment will utilize the drop-in center per month.
	C. Technology-Related Infrastructure 2014-19
	1. **Visioning and Long-term Planning**
	• Phase I: Create a technology vision statement (2014-2015)
	   ○ Contract with a technology consultant
	   ○ Conduct a technology audit
	   ○ Collect input on technology priorities from stakeholders
	   ○ Develop a vision statement
	• Phase II: Create a multi-year technology plan with strategic priorities, goals, objectives, and outcomes (2015-16)
	   ○ Establish a district committee to:
	      ■ Review data collected in 2014-15 from audit, focus groups, and surveys
	      ■ Use ISTE (International Society for Technology in Education) & AASL (American Association of School Librarians) standards as framework
	      ■ Identify staffing to support student learning & technology-infused programming
	      ■ Recommend curricular material available in digital format
	      ■ Identify desired student learning outcomes
	   ○ Identify strategic priorities, measurable goals and objectives
		Tech Director; Superintendent; Building Administrators; LMC/DST/Tech Teachers; Classroom Teachers; Communication Director; Departments of C&I, Business, HR, and Student Services; Building Learning Commons Committees; Consultants

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C3c. Establish baseline data for cyber-bullying using the developed tool. 2014-15	**2. Learning Commons Development 2013-19**
	• Phase I: Continue the school-based visioning and planning process (2014-16)
	  o Create a consistent planning process among D39 schools
	  o Present space plan to the Board's FDC for review
	  o Develop a multi-phased implementation plan
	  o Determine considerations for supervision of the Learning Commons (scheduling, flexible delivery model, etc.)
	  o Develop funding strategy and timeline for each building's Learning Commons Plan (Superintendent, BOE, and Business)
	• Phase II: Phased Implementation (2015-2019)
	  o Seek Board approval for construction
	3. 1:1 Learning Environment 2013-16
	• Review supports for students, teachers, and parents 2014-15
	  o Establish Drop-in Center for tech support to students
	  o Track, analyze, & resolve support issues
	  o Provide weekly meetings for all teachers in 1:1 Learning Environment
	• Continue WJHS & HMS iPad monthly Steering Committees 2014-15
	• Prepare to accommodate additional grade levels 2014-15
	  o Review the iPad fee structure (January 2015)
	  o Prepare the technology infrastructure
	• Develop a tool to monitor cyber bullying 2014-15
		Superintendent, BOE, and Business

	F. FACILITIES DEVELOPMENT 2014-15
	1. Establish Budget Parameters for Learning Commons Projects 2014-15
	• Determine the Board of Education capacity to fund
	• Identify consistent spaces throughout each building
	• Develop a plan through the use of a consultant
	2. HVAC renovations 2013-ongoing
	• Continue large space in all buildings as O&M funds allow
	3. School Safety 2013-16
	• Review, consider, and implement appropriate Safety Review suggestions in collaboration with Administrative Council, Board of Education, Fire Department, Police Department, and Buildings and Grounds
	• Lockset implementation - final phase
	  o 7-8 - completed by Winter 2015, depending on available funds
	  o K-6 - completed by September 2015
	• Ten year life safety to be completed summer 2015
	4. Long Term Facilities Plans 2014-ongoing
	• Establish large capital needs by year including roofs and boilers
	• Identify solutions to flooding problems at Central and Romona
	• Establish a prioritized capital projects list
	• Determine Early Childhood space needs at Romona
		FDC; Depts. of Technology, C&I, Student Services, HR, & Business (Buildings & Grounds); Building Administrators; District-based & building based teams; the Police & Fire Departments; and the Board of Education & Superintendent