ACTION ITEM

Date: September 24, 2012

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

From: Melanie Goffen Horowitz
                Administrator for Curriculum and Instruction

Subject: Approval of Year 3 of the *CONNECTED Strategic Plan*
                2012-2013

PROPOSED ACTION BY BOARD OF EDUCATION

Approve implementation of Year 3 of the *District 39 CONNECTED Strategic Plan: This is It! CONNECTED Learning is Here!*

BACKGROUND

Last month, at the August 27, 2012 meeting of the Board of Education, Dr. Lechner presented his response to the Community Review Committee (CRC) in the form of a proposal for Year 3 of the *CONNECTED Strategic Plan: This is It! CONNECTED Learning is Here!* In particular, Year 3 of the strategic plan embraces the "Characteristics of Successful Learners" (CSL) and recommendations for more consistent implementation in our schools. This plan also maintains the focus on all four CONNECTED goal areas: CONNECTED Learning, Core Subject and Content, Structural Platform, and Measurement. In particular, we have prioritized the Core Subject and Content goal as the cornerstone of our efforts because of its direct impact on teaching and learning.

Highlights of the Year 3 plan for each goal area include the following action steps and goals:

- CONNECTED Learning Goal
    - ➢ Full implementation of the Professional Growth Network staff development model
    - ➢ Survey results by June 2014 that confirm 60% of staff are implementing 3 applications to their educational settings as a result of their PGN participation

- Core Subject and Content Goal
  - 100% of new curriculum maps will cite CONNECTED elements (Summer 2013)
  - Using the Second Step decision-making strategies, a survey administered to fourth graders at Romona and Central and to all students at HMS will indicate that 80% of students can provide examples of how they would apply these strategies to decision making and to establishing and maintaining positive relationships (Spring 2013)
  - Maintain 4th grade ISAT scores in scientific inquiry at the 2012 level
  - Increase 7th grade ISAT scores in scientific inquiry by 5% from 2013 baseline (pending ISBE decision regarding Science Testing for Summer 2014)
  - Provide training cycle for Common Core State Standards in Math and English Language Arts
  - Implement curriculum reviews in art, social studies, and music
  - 80% of 5th grade teachers will indicate on a survey that the new report card format allows them to more accurately communicate students' strengths and areas of growth for CSL
  - By June 2014, using a scenario-based assessment, 80% of 4th, 6th, and 8th grade students will identify the applicable CSL
  - By June 2013, 25% of students with IEPs will participate in student-led or student-involved IEP meetings
  - In Spring 2013, 50% of the students from the HMS IEP target group will meet standards for ISAT math
- Structural Platform Goal
  - The results of the CONNECTED Assessment will be disaggregated for new hires in 2012. Scores will maintain or exceed the 10% increase achieved in 2011 as compared to the 2010 scores
  - Implement the new principal evaluation with the required student growth model
  - Review technology needs yearly to determine technology tools that support CONNECTED Instructional and structural supports, including participation in township project that explores the feasibility of 1:1 technology initiative and formation of a task force to investigate the reallocation of resources
  - Complete the WJHS construction project
  - Increase attendance of Wilmette parents at each FAN event by 10%

- ➢ Review the parent information exchange/intake/transition forms and conference evaluation forms to align with recommendations of CRC (implement 2013-14)
- Measurement Goal
  - ➢ By spring 2013, increase by 10% from the 2012 baseline the percentage of parents who can cite specific CONNECTED initiatives and their purposes in D39 schools
  - ➢ By Spring 2013, 40% of parents can cite at least one example of a CSL demonstrated by his/her child

With a draft in place for Years 4-5 of the *CONNECTED Strategic Plan*, the CONNECTED Learning Task Force will be evaluating data and progress throughout Year 3. In keeping with the CONNECTED theme, the plan will continually reflect 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:
CONNECTED Strategic Plan Year 3
Planning Template for Wilmette D39 CONNECTED Strategic Plan for 2013-2015 (Years 4-5)

Year 3 CONNECTED Core Subject & Content Goal:
To integrate CONNECTED teaching & learning and facilitate Core Subject & Content instruction

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible
A. 100% of new curriculum maps will cite CONNECTED elements (Summer 2013).	A. Highlight CONNECTED elements--including Social Responsibility and Characteristics of Successful Learners (CSL)—as part of Curriculum Review Cycle: ● Social Studies ● Art ● Music	Curriculum Review Committees and Dept. of C&I
B. Using the Second Step decision-making strategies, a survey administered to fourth graders at Romona and Central and to all students at HMS will indicate that 80% of students can provide examples of how they would apply these strategies to decision making and to establishing and maintaining positive relationships (Spring 2013).	B. Implement Second Step Program through building School Improvement Plan (SIP) to address Social Emotional Learning (SEL) development district-wide: ● Full implementation of Second Step Program to address the development of Social Emotional Learning at McKenzie, Harper, Central, Romona, and Highcrest Middle School ● Implement Second Step pilot plan for WJHS in one 7th grade team and one 8th grade team	Teachers, Dept. of Student Services, Principals, and Assist. Principals
C1. Maintain 4th grade ISAT scores in scientific inquiry at the 2012 level. C2. Increase 7th grade ISAT scores in scientific inquiry by 5% from 2013 baseline (pending ISBE decision regarding Science Testing for Summer 2014).	C. Implement new science curriculum: ● Provide an additional professional development session with science consultant for year 2 implementation in grades K-4 ● As part of professional development session with consultant, K-4 teachers will identify necessary curriculum revisions for respective grade levels ● Include introduction to School Garden lesson additions to science curriculum maps as part of district grade level/department meeting agendas ● Implement new inquiry-based science curriculum in grades 5-6, including professional development for teachers ● Collect baseline data from science assessments K-6	Dept. of C&I, Teachers, Science Consultant, Grade Level Assistants, & Department Chairs

	D. Provide training cycle for Common Core State Standards:
	● English Language Arts (ELA) training (first semester) and Math (second semester) 2012-2013
	   ➢ In professional development sessions, teachers will examine practices, standards, and assessments
	   ➢ Develop draft units in both subject areas
	   ➢ Develop plan to increase math content knowledge of 5th grade middle school teachers
		Dept. of C&I and Math & ELA Teachers

	E. Implement Curriculum Review Cycle for the following content areas: ● Art review (Summer and Fall, 2012) ● Social Studies review (through Summer 2013) ● Music review (Spring and Summer 2013)	Dept. of C&I and Curriculum Review Committees

	● Science implementation in Grade 5-6 (2012-13)	

F1. 80% of 5th grade teachers will indicate on a survey that the new report card format allows them to more accurately communicate students' strengths and areas of growth for CSL.
 	
F2. By June 2014, using a scenario-based assessment, 80% of 4th, 6th, and 8th grade students will identify the applicable CSL.
 	
F3. By June 2013, 25% of students with IEPs will participate in student-led or student-involved IEP meetings.
	F. Characteristics of Successful Learners (CSL) as outlined in building SIP plans and PGN projects:
	● Provide continued professional development in venues such as Staff Meetings (September), Grade level/Department Meetings, Institute Day breakout sessions, and podcasts
	● 5th grade will pilot the use of the new report card using CSL Process Indicators
	● Create continuity (K-6) by revising the 6th grade report card format at Highcrest Middle School to include CSL Process Indicators (Summer 2013)
	● Identify CSL learning opportunities in curriculum maps as part of curriculum review cycle
	● Each school will revise their school recognition/awards to align with CSL (e.g., First Class Central Tickets, Romona Rocks, Student-of-the-Month, Merits, Badges, etc.)
	● Suggest topics for the Assessment and CONNECTED PGNs
	   ➢ Develop "milestone" projects for grades 4 and 8
	   ➢ Explore the use of digital/scrapbook portfolios
	   ➢ Establish digital portfolio templates
	   ➢ Identify portfolio sharing methods for teachers/staff and parents
	   ➢ Develop assessment rubric to evaluate student performance on the portfolio
	   ➢ Recommend implementation plan for portfolios
	● Develop and implement self-reflection tools for each grade level
	   ➢ K-4 self-reflection twice yearly
	   ➢ Grades 5-8 goal setting/self-reflection twice yearly
	   ➢ Students will tag work with CSL indicators for each parent-teacher conference
	   ➢ Pilot student participation in student-led or student-involved IEP meetings
	● Develop (2013) and implement (2014) scenario-based CSL assessment for exit grades (4th, 6th, 8th)
		Suggested topics for PGNs in Assessment or CONNECTED strands; Depts. of C&I, Student Services, and Technology; Administrators, teachers, and paraprofessionals; PAC and or SIP building committees; and LBSs, Social Workers, OTs, Psychologists, & SLPs)

G. In Spring 2013, 50% of the students from the IEP target group will meet standards for ISAT math.	G. Class of 2015 IEP subgroup math scores on ISAT as reflected in HMS SIP plan ● Review IEP goals for progress to ensure 125% for District rate of improvement growth ● Explore ISAT sub-tests to address the instructional needs of the subgroup of IEP students not meeting state standards (Currently none of the children in this subgroup met expectations on the 2012 ISAT) ● Compare ISAT and Performance Series strands in October and February as a means to monitor progress for this subgroup ● Provide refresher training Trans-Math for Grades 5-8 Instruction Math LBSs	HMS Administrators, Depts. Of C&I and Student Services, and HMS Math Teachers and LBSs

Year 3 CONNECTED Learning Goal: Develop "Professional Growth Networks (PGNs)" to enhance teaching, learning & collaboration

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible
	A. Implement 2-year pilot of Professional Growth Networks (PGNs): • Teachers will use PGNs to learn with each other and/or from each other using venues such as the following: Action research/collegial inquiry projects, electronic and/or personal journaling, peer coaching, examination of student work, professional portfolios, books/articles, study groups, co-teaching, lesson and instructional strategy study • Each PGN subgroup will communicate/collaborate four times outside of Institute Days. Consider before-school meetings, common plan times, monthly building meetings, electronic communication, or SIP meetings. (Support staff will use Institute Days and Early-release days) • PGN Facilitators and Co-facilitators will guide the development of well-defined, measurable goals for their respective strand participants and for teachers under their direct report • PGN study plans will identify purposes & outcomes of subgroups within each strand	PGN Facilitators and Co-facilitators, teachers and paraprofessionals, and Departments of C&I, Student Services, Human Resources, and Technology
B. By June of 2014, using the Professional Evaluation Tool, 60% of staff will report implementation of 3 applications to their educational settings as a result of participation in their PGNs.	B. Develop a new evaluation tool for PGNs that: • Identifies training, resources, and collaboration needs for PGNs • Identifies levels of participant engagement and stages of professional development • Measures effectiveness of presenters and provides feedback to presenters • Evaluates the applicability of Institute Day breakout sessions to instructional setting and student outcomes	Department of C&I and Technology, PGN Facilitators and Co-facilitators, and Teachers

Year 3 CONNECTED Measurement Goal:
Assess the effectiveness of building and district communication to parents about CONNECTED

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible
	A. Communication ● District 39 Central Office will continue quarterly communications to the community about CONNECTED initiatives and purposes occurring throughout the district ● Principals and Assistant Principals will continue at least one monthly communication to parents with explicit information noting CONNECTED initiatives and purposes ● Teachers will continue quarterly communication to parents about CONNECTED classroom activities and purposes	Superintendent, Communication Director, and Departments of C&I, Student Services, and Technology; Building Principals and Assistant Principals; and Teachers
B1. By spring 2013, increase by 10% from the 2012 baseline the percentage of parents who can cite specific CONNECTED initiatives and their purposes in D39 schools. B2. By Spring 2013, 40% of parents can cite at least one example of a CSL demonstrated by his/her child.	B. Feedback ● Re-administer a feedback mechanism to determine parent awareness of CONNECTED initiatives and purposes (Spring 2013) ● Create a tool to assess parent familiarity with Characteristics of Successful Learners (CSL).	Department of C&I and Building Administrators

Year 3 CONNECTED Structural Platform Goal:
Make revisions to D39 infrastructure & policies as needed to support CONNECTED teaching & learning

MEASURES	DELIVERABLES (Action Steps)	Who is Responsible
A. The results of the CONNECTED Assessment will be disaggregated for new hires in 2012. Scores will maintain or exceed the 10% increase achieved in 2011 as compared to the 2010 scores.	A. Hiring Protocols ● Compare CONNECTED Assessment scores for 2012-2013 hires with those of the 2010-2011 hires to determine continued impact of interview protocols ● Review the need for middle school endorsements for HMS 5th grade teachers	Depts. of HR and C&I and CONNECTED Task Force
	B. Evaluation ● Continue training for principals and teachers on the legal changes impacting their respective evaluation protocols ➢ New rating system for principals and teachers by 2012-2013 school year ➢ Student growth model for principal evaluation by 2012-13 ➢ Student growth model for teacher evaluation by 2016-2017 ● Continue to encourage K-6 classroom teachers and 5-8 writing teachers on the formal evaluation cycle for 2012-2013 to include a formal observation in which they present instruction of the new science program and/or the new writing rubric for their respective grade levels/assignments	Depts. of HR and C&I, Building Administrators, and WEA
	C. Professional Growth Networks (PGNs) ● Assist teachers with development of goals (i.e., SMART goal training) to facilitate rigorous PGN focuses.	Depts. of C&I, Student Services, and Technology; and PGN Facilitators and co-facilitators
	F. Technology: Review technology needs yearly to determine technology tools that support CONNECTED Instructional and structural supports ● Participate in township project to explore feasibility of 1:1 technology initiatives ● Form a task force to investigate the reallocation of resources ● Determine potential instructional impact of technology initiatives ● Support professional development that ensures technology infusion ● Support innovative curriculum-based resources as part of curriculum reviews	Depts. of Technology and C&I
	G. Facilities ● Complete WJHS construction project	Facilities Development Committee, Superintendent, and Business Department (Buildings and Grounds)
H1. There will be a 10% increase in attendance by Wilmette parents at each FAN event.	H. Characteristics of Successful Learners: ● All teachers will participate in the New Trier Township SEL "anchor activity" (TBD) ● Promote FAN events or school functions through PTA/PTO communications ● Review the parent information exchange/intake/transition forms and conference evaluation forms to align with recommendations of CRC (implement 2013-14)	Building Administrators, teachers, and FAN PTA/PTO Reps

DRAFT Planning Template for Wilmette D39 CONNECTED Strategic Plan for 2013-2015 (Years 4-5)				
Year of Plan	**CONNECTED Learning**	**Core Subject and Content**	**Structural Foundation**	**CONNECTED Measurement**
Year 4 2013-2014	Engage students in CONNECTED learning experiences throughout school day Facilitate Year 2 of Professional Growth Network (PGN) subgroups: ■ Teachers will use PGNs to learn with each other and/or from each other: Action research/collegial inquiry projects, electronic and/or personal journaling, peer coaching, examining student work, professional portfolios, books/articles, study groups/wikis, co-teaching, lesson study ■ Each building will provide time for PGNs ■ PGN facilitators and co-facilitators will guide the progress toward measurable goals for strand participants and for teachers under their direct report ■ Identify critical indicators of implementation of PGN applications such as: Actions or behaviors that should or should not be occurring in relation to new knowledge; quantify (frequency and	Include mapping of CONNECTED elements as part of all curriculum reviews Implement ongoing recommended curriculum enhancements for CONNECTED Fully implement Second Step at WJHS Using the Second Step decision-making strategies, a survey administered to WJHS students will indicate that 80% of students can give an example of how they would apply these to decision making and to establishing and maintaining positive relationships	Continue implementation of new Principal and Teacher Evaluation protocols and include required legal changes for Performance Evaluation Include in the revision of teacher evaluation the requirement for personal goal setting that aligns with the focus of each teacher's Professional Growth Network (PGN) (2013-14) Review other D39 Infrastructure needs to implement ongoing CONNECTED learning Encourage Grade 7-8 science teachers on the formal evaluation cycle for 2013-2014 to include a formal observation in which they present instruction of the new science program.	Continue ongoing communication about CONNECTED with parents and community By spring 2014, 80% of parents can cite CONNECTED initiatives and their purposes in their schools By Spring 2014, 50% of parents can cite ways their children are becoming CONNECTED learners Superintendent year end report & celebrating/sharing successes

	regularity of use) and quality (appropriateness and adequacy of use); adequate time for relevant implementation; flexibility of implementation based on teaching assignments ■ PGNs will share progress with D39 Teaching Community (using Curriculum Connection, Faculty Meetings, collaborations, etc.) ■ Prepare Professional Development plan for District Institute Days, including consideration for new cycle of PGN groups			
Year 5 2014-2015	Implement Professional Development Plan Continue to provide students with CONNECTED learning experiences Establish assessment tools for gathering and analyzing CONNECTED implementation by teachers	Implement ongoing recommended curriculum enhancements Develop/identify assessment tools for gathering and analyzing CONNECTED feedback about student successes and challenges at determined intervals Implementation of Common Core State Standards (CCSS)	Continue infrastructure enhancements (Principal and Teacher evaluation tools): ■ Student growth model for teacher evaluation by 2016-2017 Review D39 infrastructure need to implement ongoing CONNECTED learning Audit the effectiveness of current progress reporting practices/tools for conveying student growth with CONNECTED	Superintendent year-end report to evaluate progress on key deliverables and measures of CONNECTED Strategic Plan Facilitate Development of next strategic plan