

District 46 Goals 2017-2020

District 46 will maximize the academic achievement of our diverse student population and provide a safe environment that fosters the social and emotional well-being of ALL students.

| Curriculum | Action Steps | Timeline | Updates |
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| <p>•The District will roll out new scope and sequence and pacing guides for all content areas</p> | <ul style="list-style-type: none"> • Bilingual K-3 Scope and sequence will be completed by June 2017. • Bilingual K-3 Teachers will begin creating CFAs in August 2017 • Roll out of new pacing guides in K-4 Math, K-8 ELA, K-8 Science, Social Science, Algebra, and Geometry for the 17-18 School Year • Development of the revised pacing guides in 5-8 Math, K-4 Social Science, Band, K-8 Art, K-8 Music, K-8 PE Additional rotation courses for the 18-19 school year. | <ul style="list-style-type: none"> • Bilingual ongoing • ESL August-May 2017-2018 • Pacing Guides for different subjects as noted in Action Step. • Revision and update of pacing guides continue after the implementation year and will be ongoing. | <p>Bilingual K-2 is complete. Grade 3 is new and will be worked on during the 2017-2018 school year.</p> |
| <p>•The District will develop common assessments for every subject area, to be</p> | <ul style="list-style-type: none"> • Common assessments for each of the subjects with revised scope and sequences will be developed. See the list | <ul style="list-style-type: none"> • See schedule above for timeline of implementation. • Ongoing support to job alike members regarding | |

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| <p>given a minimum of three times per year</p> | <p>above.</p> <ul style="list-style-type: none"> ● Once assessments are written, data will be reviewed as a basis for revisions to the scope and sequence. ● Job alike groups will be provided support and training in how to organize the data for meaningful future work. | <p>data analysis.</p> <ul style="list-style-type: none"> ● This is an ongoing process, not limited to one school year. | |
| <ul style="list-style-type: none"> •The District will develop a “field test” for 5-8 standards based grading in the fine arts curriculums | <ul style="list-style-type: none"> •Administration will be working with the fine arts teachers to create a standards based report card for that curriculum area. | <ul style="list-style-type: none"> •Meeting during the summer/fall of 2017. Tentative “field test” to occur during the 2017-18 school year, trimester 3. | |

| <p>Professional Development</p> | <p>Action Steps</p> | <p>Timeline</p> | <p>Updates</p> |
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| <p>•The District will provide professional development on analyzing the MAP reports to identify areas of need and growth</p> | <ul style="list-style-type: none"> ● Refresher training for administrative staff of the various reports available from MAP and ways to use them. ● Support to the instructional coaches during regularly scheduled meetings to enhance their skills of analyzing data. ● Support to buildings in helping staff practice analyzing MAP data. | <ul style="list-style-type: none"> ● Administrators - early Fall 2017. ● Instructional Coaches - early Fall 2017. ● Building Staff - ongoing with focused time after MAP results are available 2017. ● Analyzing MAP results is an ongoing process and one that will drive instruction. | |
| <p>•The District will “unpack” the social-emotional (SEL) learning standards</p> | <ul style="list-style-type: none"> ● Develop a team to facilitate the unpacking ● Analyze the standards and identify what the students would need to know and do ● Analyze similarities and differences to what is currently taught in our district ● Identify potential Professional Development needs and resources necessary for the teaching of the standards | <ul style="list-style-type: none"> • A “SEL” PDT will be established in the fall of 2017. •Recommendations to the Board in spring of 2018. | |

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| <ul style="list-style-type: none"> •The District will provide professional development for the coaches through the Kagan training | <ul style="list-style-type: none"> •The six instructional coaches will attend Kagan training •Coaches will provide training in each building for the 17-18 school year | <ul style="list-style-type: none"> •August 17, 18 training •Coaches scheduled to provide 9 P.D. sessions in each building | |
| <ul style="list-style-type: none"> •The District will provide professional development for teachers and staff in the EL service delivery model | <ul style="list-style-type: none"> • The EL Team will receive an inservice on the late exit model, clustering, and co-teaching • All new EL staff and any other interested staff members will receive DAR training • The Director of EL in conjunction with Asst. Supt. Paul Louis, will conduct an EL program review | <ul style="list-style-type: none"> • The initial training will take place in-between September and October. • Program review to be completed by June of 2018. | |
| <ul style="list-style-type: none"> •The District will provide professional development in classroom strategies and support from the occupational therapists | <p>See the grid below... The OT's are set to plan professional development for paraprofessionals, related services, and general education staff/administration</p> | <p>2017-2018 School Year and beyond as appropriate</p> | |
| <ul style="list-style-type: none"> •The District will provide professional development in the area of Diversity | <ul style="list-style-type: none"> • Following the recommendations of the Diversity Committee, training at the administrative level and school/teacher level will | <ul style="list-style-type: none"> • Ongoing as based on the recommendations of the Diversity Committee. • This committee will continue to meet over the next two years and | |

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| | <p>be provided over the next few years. The specific plans may include a speaker at Institute Day, Staff Meeting presentations and sharing selected readings.</p> <ul style="list-style-type: none"> • The buildings will get a framed copy of the belief statements to post in their building. | <p>potentially, longer.</p> | |
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| <p>Meeting the needs of all learners</p> | <p>Action Steps</p> | <p>Timeline</p> | <p>Updates</p> |
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| <ul style="list-style-type: none"> •The District will create a “mentor university” for EL staff | <ul style="list-style-type: none"> • The EL PDT and the EL Director will create a Mentor University (Mentor U) • The “University” will take place at least four times next academic school year and will focus on ESL and Bilingual topics. Such as: An ESL teacher’s role in a Parent/teacher conference, Rules and Regs of a bilingual ESL program. | <ul style="list-style-type: none"> • The EL PDT will choose the first two topics and dates before June 2017 • A Panel of professional educators will be assembled to facilitate the meeting | |

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| | <ul style="list-style-type: none"> • The meeting will take place after school but inside contract time. The location of each meeting will change. | | |
| <ul style="list-style-type: none"> • The District will create an “EL” Council with the purpose of informing all staff about the the work of the EL Department. At the local, state, and federal level. | <ul style="list-style-type: none"> • Choose a date, time and location for EL Council • Ask for volunteers (two per building) to attend the four meetings a year • Create a description of the council and all that it includes | <ul style="list-style-type: none"> • Have the first meeting of the Council set by June 2018 for the 2018-2019 school year. | |
| <ul style="list-style-type: none"> • The District will review summer school offerings to address not only the gaps but also provide enrichment | <ul style="list-style-type: none"> • Administration will review the 2017 summer programming and make suggestions for changes for the 2018 summer offerings. | <ul style="list-style-type: none"> • Completed recommendations by August, 2017. Implementation summer of 2018. | |
| <ul style="list-style-type: none"> • The District will review the Rtl practices | <ul style="list-style-type: none"> • Administration will meet during summer of 2017 | <p>Recommendations, timeline and implementation</p> | |
| <ul style="list-style-type: none"> • The District will continue to partner with Advocate to develop medical/mental/legal supports for our low income students | <ul style="list-style-type: none"> • Care mobile present at Central Registration on yearly basis. • Create monthly schedule for care mobile to be at low income school. • Collect data on immunization compliance and chronic absenteeism. | <ul style="list-style-type: none"> • Yearly beginning 2017-2018 • Monthly beginning 2017-2018 • End of year beginning 2017-2018 • Ongoing | |
| <ul style="list-style-type: none"> • The District will continue to support Board Community Partnership Committee to | <ul style="list-style-type: none"> • Approval of Board Committee • Creation of template to use | <ul style="list-style-type: none"> • May, 2017 • Summer, 2017 | |

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| seek further opportunities for community collaboration | when forming a “partnership” •Identify potential partners to collaborate with •Update board quarterly on progress | Fall, 2017 •Fall, 2017 and on-going •Fall, winter, spring, summer | |
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District 46 will support and foster a climate of collaboration and effective communication with all community stakeholders.

| | Action Steps | Timeline | Updates |
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| •The District will implement a “coffee and donuts” with the Assistant Supt of Finance, 3x per year, for the purpose of sharing financial information with the community | •Create discussion topics for each of the 3 meetings. •Identify best method of communication to the public reminding meeting times/dates | •Meetings will be held in the fall, late spring and summer | |
| •The District will continue to look for ways to increase the BPAC outreach | <ul style="list-style-type: none"> • Review the plan for BPAC next year • Find different manners to publicize the events • Have the three active parents begin taking a role in the meetings • Partner with CLC, work alongside Advocate | <ul style="list-style-type: none"> • The BPAC plan and dates for next year are set. • Being working with the community (CLC, Mano a Mano, LARC, and Advocate) to create a parent University. | |
| •The District will develop at least 1 “parent universities” each year | <ul style="list-style-type: none"> • Visit parent universities that are hosted by other districts to brainstorm ideas. • Collaborate with D127 to form a partnership for university • Contact local health agencies | <ul style="list-style-type: none"> • Fall 2017 • Summer 2017 | |

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| | <ul style="list-style-type: none"> and law enforcement agencies to create workshops for parents. • | <ul style="list-style-type: none"> • Summer 2017 | |
| <ul style="list-style-type: none"> •The District will review and enhance current and potential communication to the public through a variety of social media tools | <ul style="list-style-type: none"> •Identify and evaluate current social media tools •Identify other possibilities •Identify topics to be “rolled out” | <ul style="list-style-type: none"> •Summer, 2017 •Ongoing | |
| <ul style="list-style-type: none"> •The District will continue to collaborate with D46 Foundation | <ul style="list-style-type: none"> •Superintendent or designee will attend D46 Foundation Mtgs. •Superintendent or designee will provide feedback on potential projects | <ul style="list-style-type: none"> •Monthly meetings | |
| <ul style="list-style-type: none"> •The District will create Parent Advisory Council as per our Board policy | <ul style="list-style-type: none"> •Administration will be identifying appropriate membership for the committee during the summer of 2017 with initial meeting taking place in the fall of 2017. | | |
| <ul style="list-style-type: none"> •The District will review and analyze all data and share appropriate information with the community | <ul style="list-style-type: none"> •Data to be shared with parents via the website. | | |
| <ul style="list-style-type: none"> •The District will communicate curriculum updates, progress with the community | <ul style="list-style-type: none"> •Presentation to Board •Update info on website and social media | <ul style="list-style-type: none"> • Updates provided after each Late Start and Institute day during 17-18 school year. | |

District 46 will analyze its organizational capacity and increase efficiency by assessing current and future curriculum and resources.

| | Action Steps | Timeline | Updates |
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| <ul style="list-style-type: none"> •The District will review the planning and design committee recommendations and identify which to move forward for Board of Education approval | <ul style="list-style-type: none"> • Compile all of the PDT recommendations to present to the school board. • Determine the next steps for each PDT | <ul style="list-style-type: none"> • June, 2017 board meeting | |
| <ul style="list-style-type: none"> •The District will develop a long range plan for curriculum resources | <ul style="list-style-type: none"> •Create protocol for assessing requests •Analyze/revisit need for curriculum resources •Utilize the Job Alike structure to identify needed curriculum resources. | <ul style="list-style-type: none"> • Collaborate with the Job Alikes to determine long term needs - 17-18 school year. • Determine overall plan for initial implementation for the 18-19 school year. | |
| <ul style="list-style-type: none"> •The District will develop a plan to determine the next steps in technology | <ul style="list-style-type: none"> •Actively investigate grants to support technology needs | | |

Sensory Professional Development for Staff/Admin

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| Assistants | General Education/Special Education | Administration | Relationship |
| Training/PD (How/When) | Professional Development | Training | Partnerships |
| Who; Building training with partner therapists | Training given by partner therapists | Training given by partner therapists Staff Meeting | |
| Topics: <ul style="list-style-type: none"> ● Sensory Regulation basics ● Vocabulary ● Current trends vs. history ● Environmental Concerns ● Zones of Regulation ● Therapeutic Touch ● Equipment use and Safety ● Classroom breaks vs. motor room ● Transitional activities ● GoNoodle - Empower Tools for Calming | Topics: <ul style="list-style-type: none"> ● Sensory Regulation basics ● Vocabulary ● Current trends vs. history ● Environmental Concerns ● Zones of Regulation ● Equipment use and Safety ● Classroom breaks vs. motor room ● Transitional activities ● GoNoodle - Empower Tools for Calming | Topics: <ul style="list-style-type: none"> ● Staffing needs for breaks ● Space allocation ● Therapeutic Touch ● Zones of Regulation | Partner with Social Work to carry out Adm. Training OT's to break into training Partners |