

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL SERVICES
Wilmette Public Schools

ACTION ITEM

Date: September 23, 2013

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

From: Melanie Goffen Horowitz
Administrator for Curriculum and Instruction

Subject: Approval of Year 4 of the *CONNECTED Strategic Plan*
2013-2014

PROPOSED ACTION BY BOARD OF EDUCATION

Approve implementation of Year 4 of the *District 39 CONNECTED Strategic Plan: This is It! CONNECTED Learning is Here!*

BACKGROUND

Last month, at the August 26, 2013 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 4 of the *CONNECTED Strategic Plan: This is It! CONNECTED Learning is Here!* In particular, Year 4 of the strategic plan embraces the CRC recommendations that enhance teaching and learning through technology and learning environments. This plan also continues our emphasis on the four CONNECTED goal areas: Core Subject and Content, Learning, Structural Platform, and Communication. In particular, we prioritize 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 4 CONNECTED Strategic Plan for each goal area include the following action steps and measures:

Core Subject and Content

- Advancing curriculum review cycles for math and English language arts to 2013-14 to better position D39 instruction for the anticipated PARCC Assessment in 2015-16
- Maintaining cohort performance levels on the 2014 ISAT using the new cut scores (this measure reflects wording changes since the August Board meeting)

- Compiling longitudinal data for students not meeting 2013 ISAT standards, analyzing these data for trends and patterns, and identifying learning objectives for earlier intervention (these are added deliverables since the August Board meeting)
- Completing the social studies curriculum review, winter 2013
- Fully implementing our social emotional learning curriculum throughout the district, and establishing baseline data for student merits by June of 2014 using data from HMS and WJHS Student Accountability Systems for setting 2015 growth targets to track positive impacts of *Second Step*
- Increasing 7th grade ISAT scores for scientific inquiry by 5% (using 2012 scores as baseline) through implementation of new science curriculum
- Continuing to promote Characteristics of Successful Learners by increasing to 35% by June 2014 the percent of students with IEPs who participate in student-involved IEP meetings

Learning

- Continuing Professional Growth Networks (PGNs) as our staff development model, with 60% of paraprofessionals participating in the Paraprofessional PGN Showcase to demonstrate project application in April 2014
- Training for technology-enabled teaching methodologies will result in 20% of teachers providing evidence of meaningful use of a PBL or flipped lesson by June 2014

Communication

- Increasing “open rates” of District communications 10% by June 2014 following audit of communication practices at the District and building levels and exploring multiple messaging methods alternatives

Structural Platform

- Continuing to implement legal changes impacting teacher evaluation protocols, culminating with the student growth model by 2016-2017
- Reviewing the Highcrest Middle School model, creating a timeline and opportunities for teachers to obtain middle school endorsements, with goals of 100% of all 5th grade teachers holding the endorsement by 2017, and 50% of these holding a middle school math endorsement
- Piloting a 1:1 learning environment initiative in one 6th grade house at Highcrest Middle School, which will include:
 - Action steps for communication/collaboration/support
 - Classroom management
 - Exploration of cost and fee structures
 - Professional development
 - Curricular and instructional implications
 - Social emotional learning supports

- Proposal for program expansion
- A District Technology Committee to monitor technology innovations
- Development of tools and a benchmark cycle for determining the indicators of the pilot's success
- Determining the success of the pilot will be indicated in June 2014, with 80% of parents and students involved in the pilot reporting a desire to continue in a 1:1 learning environment, and all participating teachers reporting a desire to continue teaching in the 1:1 learning environment
- Exploring the use of learning commons in District 39 and making building-based recommendations for the application of these spaces
- Continuing to review, consider, and implement appropriate safety review suggestions with input from community resources and stakeholders
- Completing 2014 fiscal capital improvements

With a draft in place for Years 5 and 6, the CONNECTED Learning Task Force will be evaluating data and progress throughout Year 4. 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 4
 Planning Template for Wilmette D39 CONNECTED Strategic Plan for
 2014-2016 (Years 5 -6)

Year 4 CONNECTED Core Subject & Content Goal
To integrate CONNECTED teaching & learning, and to facilitate core subject & content instruction

| MEASURES | DELIVERABLES (Action Steps) | Who is Responsible |
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| <p>A. 100% of new curriculum maps will cite CONNECTED elements by their completion dates.</p> | <p>CURRICULUM REVIEWS</p> <p>A. Highlight CONNECTED elements in revised curriculum maps as part of all curriculum reviews:</p> <ul style="list-style-type: none"> ● Performing Arts (Music) K-8: Summer 2013 ● Social Studies K-8: Winter 2013 ● Math K-8: 2013 – 2014 ● ELA K-8: 2013 – 2015 ● Physical Education K-8: Summer 2014 | <p>Curriculum Review Committees and Department of C&I</p> |
| <p>B1. Using Second Step decision-making strategies, a survey administered to all students at WJHS will indicate that 80% of students can provide examples of how they would apply these strategies to making and to establishing and maintaining positive relationships (Spring 2014).</p> <p>B2. By June 2014, establish a baseline for student merits using data from SAS. This baseline will be used to set growth targets for HMS and WJHS for June 2015.</p> | <p>SOCIAL EMOTIONAL LEARNING (SEL)</p> <p>B. Implement Second Step Program through building School Improvement Plan (SIP) to address Social Emotional Learning (SEL) development district-wide:</p> <ul style="list-style-type: none"> ● Complete full implementation with addition of Wilmette Junior High School ● Engage Bullying Task Force (Student BTF) in providing feedback in the effectiveness of Second Step ● Review baseline data from the Student Accountability System (SAS), which includes merits, as a way to begin tracking any positive impact of Second Step on conduct ● Participate in New Trier Township SEL Day on February 18, 2014 | <p>Teachers, Department of Student Services, and Building Administrators</p> |
| <p>C. Increase 7th grade ISAT scores in 2014 for the scientific inquiry strand by 5%, using 2012 average of 85% in this area as a baseline (or 12.7 out of 15 items correct).</p> | <p>SCIENCE</p> <p>C. Implement new science curriculum:</p> <ul style="list-style-type: none"> ● Provide additional professional development sessions with science consultants for year 2 implementation in grades 5 and 6 ● Implement new inquiry-based science curriculum in grades 7 and 8, including professional development for teachers ● Collect baseline data from local science assessments for students in grade 7 and 8 | <p>Department of C&I, Teachers, Science Consultants, Grade Level Assistants, and Department Chairs</p> |

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| <p>D. Using the new cut scores for ISAT, each grade level cohort will maintain 2013 scores in Math and Reading for M/E on the 2014 ISAT:</p> <ul style="list-style-type: none"> ● Class of 2018 Reading 92% ● Class of 2018 Math 91% ● Class of 2017 Reading 89% ● Class of 2017 Math 88% ● Class of 2016 Reading 93% ● Class of 2016 Math 89% ● Class of 2015 Reading 89% ● Class of 2015 Math 86% ● Class of 2014 Reading 91% ● Class of 2014 Math 90% | <p>COMMON CORE STATE STANDARDS (CCSS)</p> <p>D. Support transition to Common Core State Standards in Math and English Language Arts</p> <ul style="list-style-type: none"> ● <u>Math Curriculum Review 2013 - 2014</u> <ul style="list-style-type: none"> ➢ Advance cycle for Math Curriculum Review to the 2013 – 2014 school year to better position D39 instruction for the anticipated PARCC Assessment in 2015-16 ➢ Implement Instructional Priority Standards based on CCSS K-8 for 2013 – 2014 school year in lieu of existing priorities on D39 curriculum maps ➢ Present expectations and information about Priority Standards and Modes of Representation to all Math Teachers at August Institute Day ➢ Work with expert consultant to gain knowledge of the research and best practices for Common Core State Standards for Math; integration of 21st century skills and technology infusion; recommend supporting materials to be purchased for implementation of new curriculum; and revise curriculum maps ➢ Provide ongoing required math training at October Institute Day to support related Common Core assimilation ➢ Provide Curriculum Review updates to support teachers & administrators in assimilation of new information at District Grade Level/Department Meetings & at the Administrative Council ➢ Identify resources to increase teaching competencies in new content emphasized in CCSS Math (i.e., Khan Academy, Academy 39, Institute Day Breakout Sessions, etc.) ● <u>English Language Arts (ELA) Curriculum Review 2013 – 2015</u> <ul style="list-style-type: none"> ➢ Begin 1st year of the two-year review by working with consultant to gain knowledge of the research and best practices of the Common Core State Standards for ELA; the integration of 21st century skills and technology infusion; recommend supporting materials to be purchased for implementation of new curriculum; and revise curriculum maps ➢ Provide Curriculum Review updates to support teachers & administrators in assimilation of new information at District Grade Level/Department Meetings & at the Administrative Council ➢ Identify resources to increase teaching competencies in content emphasized in CCSS ELA | <p>Departments of C&I, Student Services, and Technology; Math & ELA Curriculum Review Committees; Administrators; and Math, ELA, LBS, & DST Teachers</p> |
| <p>E1. By June 2014, using a scenario-based assessment, 80% of 4th, 6th, and 8th grade students will identify the applicable CSLs.</p> <p>E2. By June 2014, increase to 35% the percent of students with IEPs who will participate in student-involved IEP meetings.</p> | <p>CHARACTERISTICS OF SUCCESSFUL LEARNERS (CSLs)</p> <p>E. Provide supports to develop the Characteristics of Successful Learners (CSLs) in students:</p> <ul style="list-style-type: none"> ● Revise 6th grade report card at HMS to include CSL Process indicators ● Implement HMS student goal setting or self-reflection tools twice yearly (to coincide with fall conferences and spring progress reports) ● Implement tagging student work with CSL indicators with K-4 students for each parent-teacher conferences ● Create and administer a scenario-based CSL assessment for students in exiting grades (4th, 6th, and 8th grades) in Spring 2014 ● Review and revise the parent information exchange/intake/transition forms to align with | <p>Building Administrators, Teachers, and DSTs</p> |

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| | <p>CRC recommendations</p> <ul style="list-style-type: none"> ● Provide training for student-involved IEP meetings at Student Service “housekeeping” meetings and department meetings | |
| <p>F1. 50% of Romona 4th graders who did not meet standards as third graders on the 2013 ISAT will make expected growth on Performance Series from fall 2013 to spring 2014.</p> <p>F2. 50% of current 5th and 6th graders who did not meet standards in math on the 2013 ISAT will make expected growth based on Performance Series bands from fall 2013 to spring 2014.</p> | <p>TARGET STUDENTS NOT MEETING STANDARDS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)</p> <p>F1. Romona School</p> <ul style="list-style-type: none"> ● Use multiple measures to identify patterns in skill deficits in reading and math ● Direct District resources (Title I, Student Services) toward training for implementation, progress monitoring, and material usage ● Provide professional development to teachers to address areas of deficit in reading and math ● Apply intervention strategies to 4th grade students not meeting standards and supplemental supports to all of 3rd grade ● Consider test schedule as a variable to maximize the testing environment ● Explore availability of research-based materials for ELL reading and math instruction ● Identify and pilot supplemental research-based reading programs that integrate explicit comprehension strategies for students with disabilities ● Provide professional development to Learning Behavior Specialists on comprehension strategies <p>F2. Highcrest Middle School</p> <ul style="list-style-type: none"> ● Use multiple measures to identify patterns in skill deficits in math ● Identify a cohort of 5th grade teachers and LBSs, and all 6th grade math teachers and LBSs, who will provide strategic, targeted Tier 1 instruction in math in an inclusive setting ● Provide training for this cohort to improve instructional delivery using District resources (Title 1, Student Services) ● Explore staffing to better address Tier 2 instructional needs of students without IEPs or non-identified in that content area ● Create IPFs for all non-identified students in the target group and for students with IEPs who do not have goals in the targeted area ● Analyze 2012-2013 performance of students with IEPs based on other data sources to see if adequate progress was obtained <p>F3. All Elementary Buildings</p> <ul style="list-style-type: none"> ● Compile longitudinal data for 5th and 6th graders who did not meet standards in math on the 2013 ISAT ● Analyze these data for trends and patterns at the elementary level ● Use data to identify suggested learning objectives for earlier intervention with targeted instruction | <p>Building Administrators at HMS and Elementary Buildings; Departments of C&I and Student Services; Math and ELA Curriculum Review Committees; and Classroom teachers, ELL Teacher, and LBSs</p> |

Year 4 CONNECTED Learning Goal
Develop Professional Growth Networks (PGNs) to enhance teaching, learning, & collaboration

| MEASURES | DELIVERABLES (Action Steps) | Who is Responsible |
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| <p>A1. In April 2014, 60% of paraprofessionals will participate in the Paraprofessional Professional Growth Network (PGN) Showcase to show application of their projects.</p> <p>A2. By June 2015, using the Professional Evaluation form, 60% of staff will report implementation of 3 applications to their educational settings as a result of participation in their PGNs.</p> | <p>PROFESSIONAL DEVELOPMENT</p> <p>A. Professional Growth Networks (PGNs):</p> <ul style="list-style-type: none"> ● Allocate time for PGN study groups to pursue their projects at the August and October Institute Days during the 2013-2014 school year. (The February 2014 Institute Day is devoted to a New Trier Township SEL Day.) ● Using venues such as the following, teachers will continue to collaborate with each other in their PGNs: 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 ● Reflecting on desired outcomes, PGN study groups will reflect on their progress, identify needed resources and activities, and refine their goals ● Use one communication/collaboration venue during each quarter to maintain PGN interaction outside of Institute Days (consider before-school meetings, common plan times, monthly building meetings, electronic communication, or SIP meetings) ● PGN Co-facilitators will guide the development of well-defined project goals for their respective strand participants | <p>PGN Co-facilitators; teachers; paraprofessionals; and Departments of C&I, Student Services, Human Resources, and Technology</p> |
| <p>B1. Evaluations from Institute Days and from Academy 39 classes will indicate that 80% of participants state that the training increased or strongly increased their knowledge of technology-enabled teaching.</p> <p>B2. 20% of teachers will provide evidence of a meaningful use of a PBL or flipped lesson at their school by June 2014.</p> | <p>INSTRUCTIONAL APPROACHES</p> <p>B. Flipped Lessons and Problem/Project-based Learning (PBL)</p> <ul style="list-style-type: none"> ● Administrators will arrange at least one building-based opportunity for information and discussion on technology-enabled teaching methodologies (such as flipped lessons and PBL) for their staff ● Professional development for technology-enabled methodologies (such as flipped lessons and PBL) will be provided in venues such as Academy 39 classes, Institute Day breakout sessions, or at Faculty Meetings and Department/Grade Level Meetings | <p>PGN Co-facilitators; Teachers; DSTs; Administrators; and Departments of C&I and Technology</p> |

Year 4 CONNECTED Communication Goal
Assess the effectiveness of building and district communication to parents

| MEASURES | DELIVERABLES (Action Steps) | Who is Responsible |
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| <p>A1. By June 2014 increase “open rates” of communication from District-to-home by 10%.</p> <p>A2. By June 2014 increase “open rates” of communication from Building-to-home by 10%.</p> | <p>COMMUNICATION WITH PARENTS</p> <p>A. Review of Communication Practices</p> <p>Review communication practices to:</p> <ul style="list-style-type: none"> ● Identify baseline parent “open rates” on weekly Principal email messages and Superintendent email messages from the 2012 - 2013 school year ● Simplify and consolidate messages to parents ● Identify, explore, and pilot multiple messaging methods (including the District website, Connect-Ed, mobile applications, social media, District and Building-specific calendars, email, surveys, focus groups, etc.) with goal of increasing parents viewing school communications ● Include a communication item on the agenda for Presidents’ Council and Village-Wide PTA/O for the Superintendent to explore suggestions for increasing readership of District communications and views about the effectiveness of surveys and focus groups ● Include a communication item on the agenda for Principals and Assistant Principals/GLAdS for their respective PTAs/PTOs to explore suggestions to increase readership of school communications and views about effectiveness of surveys and focus groups ● Track percentages of parents reading 2013 – 2014 communications with goal of increasing percentages of “open rates” | <p>Superintendent; Communication Director; Departments of C&I, Student Services, Business, HR, and Technology; Building Principals and Assistant Principals/GLAdS; and Teachers</p> |

Year 4 CONNECTED Structural Platform Goal
Make revisions to D39 infrastructure & policies as needed to support CONNECTED teaching & learning

| MEASURES | DELIVERABLES (Action Steps) | Who is Responsible |
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| <p>B1. By 2017, 100% of all 5th grade teachers will have a middle school endorsement.</p> <p>B2. By 2017, 50% of all 5th grade teachers will have a middle school math endorsement.</p> | <p>HUMAN RESOURCES</p> <p>A. Teacher Evaluation</p> <ul style="list-style-type: none"> ● Continue training as needed for principals and teachers on the legal changes impacting their respective evaluation protocols or roles in the evaluation process ● Implement “student growth model” for teacher evaluation by 2016-2017 <p>B. Review the Highcrest Middle School Model</p> <ul style="list-style-type: none"> ● Create a timeline for all 5th grade teachers to obtain middle school endorsements ● Increase the number of middle school math endorsed 5th grade teachers by developing a university partnership that provides onsite coursework opportunities ● Explore alternative schedules | <p>Depts. of HR and C&I, Building Administrators, Superintendent</p> |
| <p>C1. By June 2014, 80% of 6th grade students participating in the 1:1 Learning Environment initiative will report a desire to continue in a 1:1 Learning Environment.</p> <p>C2. By June 2014, 80% of parents whose student participated in the 1:1 Learning Environment initiative will report a desire to have their child continue in a 1:1 Learning Environment.</p> <p>C3. By June 2014, all piloting teachers in the 1:1 Learning Environment initiative will report a desire to continue teaching in a 1:1 Learning Environment.</p> | <p>TECHNOLOGY</p> <p>C. Pilot 1:1 learning environment initiative in one 6th grade “House” at Highcrest Middle School</p> <ul style="list-style-type: none"> ● Communication, Collaboration, and Support <ul style="list-style-type: none"> ➢ Develop and maintain electronic resources ➢ Foster ongoing opportunities for collaboration and co-teaching between piloting teachers and technology integration teachers, differentiation support teachers, librarians, and curriculum coordinators ➢ Create student, parent, and teacher handbooks for 1:1 learning environment initiative ➢ Explore supportive partnerships with community organizations (i.e., Wilmette Public Library) ➢ Develop and pilot structures (staff and schedules) to provide 1:1 tech support at a parent/student drop-in center or at various times throughout the year ➢ Provide 1:1 pilot updates in Curriculum Connections and from tech teachers at staff meetings ● Classroom Management <ul style="list-style-type: none"> ➢ Implement an electronic learning management systems (such as Schoology LMS or Canvas LMS by Instructure) that allows teachers and students to | <p>Departments of Technology, C&I, HR, Student Service, Business, and Superintendent, Technology Committee, and HMS Administrative Team and piloting teachers</p> |

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| | <p>easily organize and submit work online, take assessments, and collaborate</p> <ul style="list-style-type: none"> ● Cost and Fees <ul style="list-style-type: none"> ➤ Explore a variety of fee structures for insurance or ownership options for families. Effort should be made to minimize or offset fees ➤ Explore funding options by reallocating current funds and not increasing the overall budget ➤ In May 2013 present a total cost of ownership report for 1:1 devices to Board of Education ➤ Develop a 3-year plan for presentation to the Board of Education for possible expansion of the 1:1 learning environment initiative for 6th through 8th grades ➤ By spring 2016, a 3-year technology plan will provide a 1:1 device access to students in 6th through 8th grades without increasing the overall District technology budget. ● Professional Development <ul style="list-style-type: none"> ➤ Use existing and flexible structures to promote technology-enabled learning (Academy 39, Institute Day breakout sessions, Faculty Meetings, and District Department and Grade-level Meetings, summer training, evening or weekend sessions, lunch and learn sessions, and through video formats ➤ Maintain collaboration with other 1:1 learning environment schools in the areas including New Trier High School and New Trier sender schools ➤ Provide staff development to teachers likely to be included in expansion of the program, including related arts and student support teachers ● Curriculum and Instruction <ul style="list-style-type: none"> ➤ Continue to align technology integrated lessons with the devices to the Common Core Learning Standards, as well as the CONNECTED framework ➤ Explore electronic resources, opportunities to create electronic texts for D39, and resources to assist with instructional differentiation to meet the needs of all learners ● Social Emotional Learning (SEL) <ul style="list-style-type: none"> ➤ Identify and address key student social/emotional issues related to new technology implementation (school and home) ● Program Expansion <ul style="list-style-type: none"> ➤ Monitor network infrastructure and capacity during pilot phase ➤ Prepare the infrastructure to accommodate any future expansion of the program ➤ Conduct feasibility study to determine scope of future 1:1 learning environment program expansion ● District Technology Committee <ul style="list-style-type: none"> ➤ Continually monitor innovations in the field of technology with potential to enhance instruction, address the varied needs of all learners, and improve the delivery of curriculum. | |
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| | <ul style="list-style-type: none"> ➤ Use the following cycle of review for innovations: Identify, evaluate, develop, pilot, present and train, implement, audit, and data capture ● Measures of 1:1 learning environment pilot success <ul style="list-style-type: none"> ➤ Develop tools (rubrics, surveys, focus groups, etc.) and a cycle of benchmarks to determine success of the pilot ➤ Consider indicators such as: <ul style="list-style-type: none"> ▪ Student engagement and ownership of learning, increased school work and project completion, and less reliance on homework assistance structures ▪ Improved or expanded tools for organizational skills ▪ Observation of purposeful use of the device for academic endeavors ▪ Increased collaboration with teachers and classmates ▪ Increased content creation and easier access to information ▪ Improved abilities for providing feedback to students ▪ Expansion of instructional repertoires through technology integration ▪ Appropriate structures of professional support for transitioning to a 1:1 environment ▪ Responsiveness to students' social emotional challenges of functioning responsibly, respectfully, and safely with 1:1 tools ▪ Aspects of learning management system that were most beneficial | |
| | <p>FACILITIES DEVELOPMENT</p> <p>D1. Incubate Learning Commons in D39</p> <ul style="list-style-type: none"> ● Establish building based exploratory teams (including student input) ● Evaluate for best practices and innovation (see 2013 CRC report, and follow the CRC 2014 “deeper dive”) ● Investigate use of learning commons spaces within the district and outside of the district ● Each building will draft recommendations for next steps <p>D2. By Summer 2014, all schools will have at least 6 classrooms with HVAC completed</p> <p>D3. School Safety Fiscal Year 2014 Capital Improvements</p> <ul style="list-style-type: none"> ● Continue to review, consider, and implement appropriate Safety Review Suggestions with Administrative Council, Board of Education, Fire Department, Police Department, and Buildings and Grounds ● Complete Fiscal Year 2014 Capital Improvements <ul style="list-style-type: none"> ➤ Employee fingerprinting software/equipment upgrade ➤ District badge system replacement ➤ Board Room partition ➤ District Safety Plan | <p>FDC, Depts. of Technology, C&I, Student Services, HR, Business (Buildings and Grounds), Building Administrators, District-based and building based teams, Police Department, Fire Department, Board of Education, and Superintendent</p> |

**DRAFT Planning Template for Wilmette D39 CONNECTED Strategic Plan for 2013-2015
Years 4-5**

| CONNECTED Learning | Core Subject and Content | Structural Foundation | Communication |
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| <ul style="list-style-type: none"> ■ Facilitate final year of the 3-year PGN cycle ■ 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 ■ PGN co-facilitators will guide the progress toward project outcomes for strand participants ■ 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 regularity of use) and quality (appropriateness and adequacy of use); adequate time for relevant implementation; flexibility of implementation based on teaching assignments <ul style="list-style-type: none"> ➢ PGNs will share progress with D39 Teaching Community (using Curriculum Connection, Faculty Meetings, collaborations, etc.) ➢ Develop tools for measuring effectiveness of PGN format for professional development ➢ Consider new cycle of PGN groups at conclusion for 2015 projects | <ul style="list-style-type: none"> ■ Include mapping of CONNECTED elements as part of all curriculum reviews ■ Implement ongoing recommended curriculum enhancements for CONNECTED ■ Implement CCSS Math Curriculum ■ Complete CCSS ELA Curriculum Review, including materials selection ■ Complete Physical Education Curriculum Review ■ Determine if Report Card revisions are needed to accommodate and align with new curricular changes (math, ELA, social studies, PE, Music, Art) ■ When Next Generation Science Standards (NGS) are approved by ISBE, determine whether grade level curricular shifts need to occur ■ Audit current formal assessments and programming for challenging needs of our advanced students | <ul style="list-style-type: none"> ■ Continue implementation of new Principal and Teacher Evaluation protocols and include required legal changes for Performance Evaluation <ul style="list-style-type: none"> ➢ Student growth model for teacher evaluation by 2016-2017 ■ If 1:1 learning environment pilot is expanded to all 6th graders and 7th grade students, implement a multi-year plan for expansion of the initiative ■ Audit District usage and scheduling of standardized and local assessments <ul style="list-style-type: none"> ➢ Rtl compliance ➢ Achievement ➢ Progress ➢ Ability ➢ Teacher evaluation ➢ Kindergarten readiness ➢ Other NT sender practice | <ul style="list-style-type: none"> ■ Continue ongoing communication about CONNECTED with parents and community |