

GURNEE SCHOOL DISTRICT #56 STRATEGIC PLAN

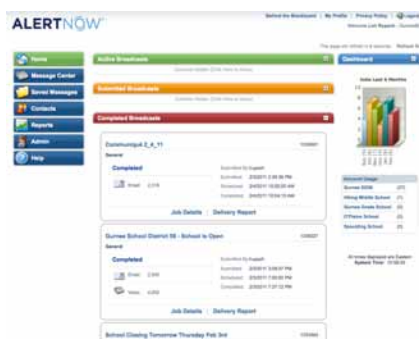
October 1, 2011

The strategic plan has been the blueprint the District has used to move toward the goals of its vision statement. To ensure that the District remains focused on its mission and vision, the goals of the strategic plan are reviewed twice per year to allow the Board and administration to make mid-course corrections as needed. This document benchmarks the progress of the District in meeting the goals of the strategic plan.

COMMUNICATION

GOAL: To establish communications that enhance all aspects of the organization while supporting community engagement.

- Integrate a fully functional automated mass calling system
 - ✓ A fully functional automated calling system, Alert Now, has been installed. The system is used to communicate pertinent information to parents through phone calls and emails. Alert Now is the system used to send the weekly emails to parents.



- ✓ Alert Now has been upgraded, and as of October of 2011, the District will be using School Messenger. This new system will allow the District to improve communication with community members and save money.
- Convert the website to the Sharp School web hosted site
 - ✓ The new website is fully functional and is a good resource for parents, students, and staff.
 - ✓ New resources are added to the system weekly including updated messages from the superintendent.



- Develop a database to send weekly emails to parents and community patrons
 - ✓ This is fully operational and parents receive weekly emails from the superintendent.
 - ✓ The weekly emails contain more information and colored pictures.

- Conduct community meetings to discuss strategic planning
 - ✓ Eleven (11) community meetings have been conducted since May of 2009. A twelfth meeting was conducted in February of 2011.
 - ✓ The superintendent will conduct focus group meetings with parents during the 2011-2012 school year.



- Convert district newsletters to an electronic format
 - ✓ With the weekly emails, the need for newsletters has diminished.
- Contract with a public relations agent
 - ✓ The Board did contract with a public relations agent, but the results were mixed at best. The superintendent has assumed responsibility for this task.
- Provide communication mediums to allow parents and patrons to interact with information extended to them
 - ✓ The District has made very little improvement in this area. A blog was established but did not engage the community. Mr. Hintz and the superintendent are studying the possibility of establishing a facebook page for the District.
- Engage Title Coordinators to enhance communication with diverse populations (i.e. African American and Hispanic families)
 - ✓ The Title Coordinators have worked to engage populations from diverse populations, and during the referendum campaign, progress was noted. More work needs to be done in this area.
 - ✓ The Title Coordinators have assumed added responsibilities and have helped engage previously under-represented groups. As of September 1, 2011, significant improvement has occurred in this area.

CURRICULUM & PROGRAMS

GOAL: To continue providing and further develop curriculum and programs that support our mission and vision.

- Increase emphasis on the development of background knowledge through a focus on vocabulary instruction and by providing expanded hands-on experiences
 - ✓ Spaulding School and Gurnee Grade School have maintained a focus on vocabulary development through their existing School Improvement Plans.
 - ✓ Thirty (30) Word Lists (vocabulary words per content area per grade to build common vocabulary among students) are under continual review through content area committees (Language Arts, Science, Physical Education, Fine Arts).



- ✓ All grade levels K-5 have received word cards of the thirty (30) words in the four (4) core content areas for use as grade level displays/activities. (This is at various levels of implementation throughout the grade levels.)

- ✓ Mathematics Manipulative purchases and training have been provided in mathematics for grades 5-8. (This needs continued reinforcement and monitoring.)
- ✓ Early Childhood Theme Kits were purchased with a focus on vocabulary and background knowledge development. Kits were disseminated in both Gurnee Grade School and Spaulding School.
- ✓ The special education department developed vocabulary-based CBM's for use in RTI.
- Increase emphasis on core skill areas of reading, writing, and mathematics through supplemental instruction, professional development, and improved overall classroom instruction
 - ✓ Implementation of new K-5 Writing Curriculum including the purchase of new teacher resource materials and ongoing, long-term professional development on the programs has begun.
 - ✓ Leaders of Literacy is currently on hold due to scheduling issues.
 - ✓ The District participates in county workshops pertaining to the Mathematics Common Core Standards.
 - ✓ Interactive white board training has been integrated into all professional development sessions provided in district.
 - ✓ School Improvement Days are now focused on specific areas of need identified in core content areas (when applicable) for improvement/alignment/assessment of the curricula.



- ✓ Gretchen Courtney training has been provided to staff at Spaulding School on balanced literacy.
- ✓ Long-term training was provided at O'Plaine School on Guided Reading by Mindy Pudlo.
- ✓ The Common Core State Standards transition started with Kindergarten in the summer of 2011. Grades 1-3 will begin in January of 2012 (see attached).
- ✓ Middle school social studies and science teachers will receive professional development on data analysis and how to integrate writing into these core content areas.
- ✓ A new teacher evaluation plan will be developed during the course of the 2011-2012 school year, which will add teacher observation as a key component. This should allow for a more intentional, focused conversation on teacher classroom performance, thereby improving weaker instructional practices.
- Increase use and availability of instructional technology for students and staff



- ✓ Apple Training is in its final year (2010-2011). In 2010-2011, the District used the "bring-a-friend" model to expand the number of participants receiving the training. Each session focused on one of the four core content areas.
- ✓ Eno board (interactive white boards) training has been provided at a beginner level. Individual assistance is being provided to a small number of teachers.

- ✓ The District continues to work with principals to identify those teachers who might require additional assistance.
- ✓ A trouble-shooting cheat sheet was created to help eliminate the need to seek technical services.



- ✓ All teachers are required to submit an Integrated Technology Plan identifying an area or unit where they plan to integrate technology in the coming school year.
- ✓ Summer Tech Academies provided teachers with a small group tutoring opportunity to support the work of the integrated technology plan.
- ✓ iPad Experiment was held over the summer of 2011 to identify useful applications for the iPad, in support of the 2011-2012 roll out.
- Expand offerings and opportunities for the diverse student learner community
 - Develop a foreign language program
 - ✓ Spanish program began at 7th grade for students performing average or better in the area of Language Arts based upon MAP scores and grades. This program expanded to 8th grade during the 2011-2012 school year.



- Evaluate, restructure, and/or expand gifted and talented education
 - ✓ The committee's initial work has begun.
- Increase TBE/TPI programming
 - ✓ A project supervisor has been selected to support teachers in this area.



- Expand Team LEAD (civility, respect, and tolerance) into the lower grades
 - ✓ Team LEAD members are now presenting lessons to students at O'Plaine School.
 - ✓ Five sessions were created with a focus on an introduction to the program and sessions on aggression and bullying.

- ✓ Team LEAD at Gurnee Grade School is currently used throughout the buildings – at all grade levels.
- ✓ The creation of a Team LEAD program at O’Plaine School is pending a solid foundation established at Viking Middle School.



ACHIEVEMENT

GOAL: To provide curriculum and personnel that will increase student achievement.

- Improve student achievement in core instruction for all students with consistently worded school improvement plan strategies
 - ✓ All schools are using the same school improvement plan templates in order to have consistency across the District.
 - ✓ The buildings have adopted one or two long-term goals rather than multiple one-year goals.
- Continue to implement additional instruction for low performing regular education students using RTI (Response to Intervention) programs
 - ✓ Viking Middle School has increased the number of students they are servicing with RTI. They were able to add a large numbers of students for mathematics assistance with the implementation of the Power Up program.



- ✓ The buildings have conducted intervention fairs to train regular education staff and other interventionists on different types of interventions. This has increased the number of students receiving interventions within the regular education classroom setting.
- ✓ The O’Plaine School staff has adopted the “Mathematics Fact Fixers” program within their regular education program as an intervention to improve mathematics fact fluency.
- ✓ Gurnee Grade School has implemented a modified version of Power Up in their middle school. This allows them to service more students and gives regular education teachers a chance to work with struggling students in a small group format.



- ✓ The district will begin the implementation of PBIS (Positive Behavioral Interventions Supports), the behavioral adaptation of RTI, during the 2011-2012 school year. The administration and the building level PBIS teams will participate in trainings throughout the school year. During the opening school days of the 2011-2012 school year, each building completed a survey to benchmark their current levels of behavior interventions. This data will be used to create action plans and goals for the coming years.
- ✓ We are currently investigating resources for increasing the number of math interventions we have in the district. It is our hope to find a web-based program that is geared towards the needs of each child and has been research proven to show growth. We will be meeting with sales representatives from various companies and deciding on a possible pilot project.
- Develop a school scheduling philosophy that accommodates the diverse learning needs of all our students in order to develop life-long learners
 - ✓ Viking Middle School implemented the Power Up program during the 2010-2011 school year. This program gives staff the chance to work on delayed skills with students who are struggling in specific areas of mathematics and reading. It also allows them the chance to enhance the skills of those students who need to be challenged or enriched.
 - ✓ O'Plaine School is currently working with their scheduling committee to try to find a way to incorporate a similar program as the Power Up program at Viking Middle School.
 - ✓ The specialists at O'Plaine School are providing additional Compass Learning sessions with the RTI students in order to give them more intervention time during their school day.
- Make instructional decisions based on data from ISAT, NWEA MAP, AIMSweb and common formative assessments



- ✓ The District is currently developing a curriculum-based measurement for students 5th – 8th grade in the area of vocabulary and comprehension. This is a program that was researched and developed in Lake Forest. The District has used the structures it created but is currently developing the actual CBM's to fit the District's curriculum. The hope is to implement this by the Fall of 2011.
- ✓ Increased data analysis of ISAT mathematics showed a possible achievement drop for advanced level mathematics students. The District is working with the building administration and staff to address this concern.
- ✓ The District completed an analysis of "out of classroom time" for nurses' visits for the underachieving (below 50%) population. This revealed an inordinately large number of visits to the nurse by these students, resulting in lost instructional time. Directors are currently working with building administrators, nurses, and staff to address this concern.



- ✓ The K-5 Common Formative Assessments (CFA's) are in their third year of implementation (2011-2012). CFA's are locally developed assessments to monitor student progress and are used to enhance learning.

- ✓ The K-5 writing CFA's will be implemented during the fall of 2011-2012 school year.
- ✓ The 6-8 mathematics CFA's will be re-written during the fall of 2011-2012 school year due to inconsistent implementation of the current CFA's.
- ✓ The 6-8 writing CFA's will be developed next year with the intentions of piloting in 2012-2013.
- ✓ During the 2011-2012 school year, there will be monthly meetings with staff members who teach gifted education classes to analyze student achievement at the upper quartile to investigate the need to expand services to more students.
- Create Professional Learning Communities (inclusive of parents, staff, and students) that foster a collaborative environment for the purpose of improving learning
 - ✓ Each building is conducting compelling conversations with their teachers three times per year. Most schools are currently including the regular education staff but want to include the specialists. Gurnee Grade School has included the interventionists and special education staff this year.
 - ✓ The administrative team continues to have professional development regarding shared decision-making, teamwork, and student learning.
 - ✓ Early release days were added to the calendar in order to provide staff the time to do this work. Each team will follow the District's vision for professional learning communities.
 - ✓ During the 2010-2011 school year, ILT (Instructional Learning Team) members were trained on PLC's (Professional Learning Communities) and trust as a way to support the administrations roll out of PLC's.
- Increase the diversity of our teaching staff to better reflect the demographics of the student body
 - ✓ The final 2-3 candidates for all teaching, administration, and specialist positions will be forwarded to the Superintendent for final decisions. Diversity will be considered in all hirings.
 - ✓ All attempts to recruit minority teachers are being pursued, including job fairs, student teacher assignments, university contacts, and word of mouth.

FACILITIES

GOAL: To provide facilities that support our mission and vision while providing a positive and safe learning environment.

- Conduct a study to determine the educational need and financial feasibility to construct a fourth building and eliminate the building at the current Gurnee Grade School site
 - ✓ The study was conducted, and it was determined to move forward with a referendum campaign. The referendum question was overwhelmingly approved by the community on November 2, 2010. The project is estimated to be completed between October and December of 2012.



- ✓ Phase One of the O'Plaine School project was completed on October 1, 2011.
- ✓ The construction of the new school in Wadsworth has commenced with the building pad and the foundations being started in September of 2011.
- Collaborate with Warren District 121 on the feasibility of sharing buses and drivers and constructing a joint transportation center
 - ✓ The two districts began sharing buses and personnel in August of 2010, and the transition has been seamless. This is a multi-phase project, and the construction of a joint transportation center is a future project. The agreement is expected to result in a minimum of \$200,000 savings to be shared by both districts.

- ✓ Discussion began in August of 2011 to share a common site to house buses for both Districts.



- Develop a five-year maintenance plan to repair and upgrade current buildings
 - ✓ The plan has been developed and will be implemented over a period of years to neutralize the impact the repairs could potentially have on tax rates. The District will need to perform roof repairs at Spaulding, O'Plaine, and Viking Schools and replace the carpeting at O'Plaine School. This work will be strategically planned to ensure that property taxes are not negatively impacted.
- Review and update emergency preparedness and seek ways to improve safety across the District
 - ✓ The District's safety and emergency preparedness plans are reviewed annually with first responders (police, fire, etc.). Simulations are conducted regularly with first responders to ensure personnel are as prepared as possible for the unexpected.



- Conduct a study to determine the feasibility of relocating the current District Office
 - ✓ With the impending sale of the 900 Kilbourne Road property to FEMA, the District will need to find a new home for the District Office. The District will build a new office to house central office personnel. The new office will use space more efficiently and will be 1/3 smaller than the current office. The new building should be completed by August of 2012.

**Common Core Standards
Curriculum/Assessment
Roll Out**

Phase I
**Common Core Standards (CCS) Review
(In/Out/Add)**
**Develop Units
Curriculum Maps
Identify Targets (Exemplars)**

Phase II
Identify Questions for Formative Assessment
Update/Create CFAs (where appropriate)
Student Reflection/Goal Setting
**Administrative Training – Formative
Assessment**

**Work & Implementation Schedule
Begin Phases I-III**

6/11 – 1/12 – Kindergarten

1/12 – 6/12 – 1st, 2nd, 3rd

6/12 – 1/13 – 4th, 5th

1/13 – 6/13 – 6th, 7th, 8th

6/13 – 6/14 – Full Implementation Year

& Begin Phases IV-V

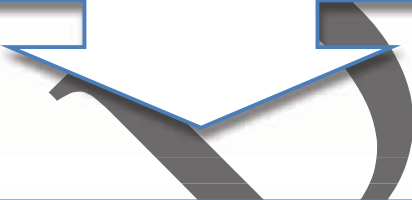
6/14-6/15 – Testing Year

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Phase III
Quality Feedback
Formative Assessment Training



Phase IV
Grading Process/Philosophy Education
Standards Based Grading
Administrative Training - Grading



Phase V
Parent Education

