

Strategic Priority 1:

Academic Excellence – Student Learning and Academic Achievement



We will create a positive and nurturing environment which is foundational to student success. We will enhance and support a culture of academic excellence while working to close the achievement gap.

Strategic Priority 1 Indicator of Success:

Prepare our students for the rigor of high school and for an increasingly global society. Establish and measure Key Performance Indicators (KPI) for academics, social/emotional learning and closing the achievement gap.

Champion active collaboration among staff.

Action Steps (Owner)

- Math and literacy coaches will provide timely and necessary job-embedded professional development for appropriate staff to support our educators understanding of the resources and curricula. (Teaching Learning and Accountability (TLA) & School Leaders)
- Literacy teachers will implement the curriculum and/or teacher resource with fidelity to support an increase in overall student achievement and conditional growth, understanding that all content areas and every educator contributes to the overall student achievement. (TLA & School Leaders)
- Elementary math teachers will implement curriculum and/or teacher resource with fidelity to support an increase in overall student achievement and conditional growth, understanding that all content areas and every educator contributes to the overall student achievement. (TLA & Principal)
- School leaders will create common planning time for teachers with access to coaches to support an increase in overall student achievement and conditional growth.(Principal)
- Core academic area teachers will use problem-based units to ensure students engage with authentic, real-world problems and solution discovery. (TLA & Principal)
- Building Leadership Teams (BLT) will ensure Multi-Tiered Systems of Support (MTSS) are implemented with fidelity to support student academic and behavioral needs. (TLA & Principal)
- BLTs will communicate the MTSS process to their parents and community. (TLA & Principal)
- PLC's will work collaboratively to provide effective system of intervention in an effort to close the achievement gap. (Principal)
- District 41 staff will ensure appropriate inclusive practices are evident and ensure the needs of all students are met within the least restrictive environment. (TLA & Principal)
- EL Department will create and implement a structure to support EL students to attain proficiency as deemed by ISBE. (TLA)
- Consistent, comprehensive, and ongoing professional development and coaching will be provided to all staff on inclusive practices to support the needs of our students in the least restrictive environment. (TLA)



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- Professional development of special education staff on developing meaningful, targeted and individualized IEP's that allow for student and parent/guardian voice and increase student outcomes. (TLA)
- Special education staff and assistant principals will receive professional development on facilitating IEP meetings that allow for student and parent partnerships. (TLA)
- Building schedules will support increased opportunities for students with IEP's to receive services within the least restrictive environment in the general education setting as noted in the IEP. (TLA & Principals)
- BLT's and Professional Learning Communities (PLCs) will analyze and monitor classroom (e.g., work habits, behavior charts, progress monitoring data) and grade level PBIS data in order to provide appropriate support to students. (Principals)
- Positive Behavioral Interventions and Supports (PBIS) will be implemented with fidelity in all District 41 classrooms. (Principals)
- The articulation process will continue to be enhanced between 5th and 6th grade and 8th and 9th grade to support even greater student achievement. (Principals)
- District 41 will continue to support our students to be bilingual by growing our daily Spanish language content for all students (TLA & Principal)
- BLTs will analyze school-wide data to identify student learning and instructional trends. BLT will communicate trends to the school and the Continuous Improvement Team (CIT) their findings and next steps. (Principal)
- BLTs will create a "data wall" for staff based on MAP and/or Fountas and Pinnell (F&P) to gauge student growth throughout the school year. (Principal)
- PLCs will define what students need to know, understand and be able to do as a result of each planned unit. (Principal)
- PLC's will work together to ensure effective instructional strategies are utilized to enhance student learning outcomes. (Principal)
- PLCs will develop and implement frequent, formative common assessments to monitor the learning of each student on all essential outcomes. These assessments will be aligned to the state standards. (Principal)
- PLCs will gather evidence of student learning, analyze the evidence and make adjustments to instruction to meet the needs of all learners and create action plans for students who are not on track for meeting their target and for those that have already mastered identified targets.(Principal)
- The CIT, BLT and PLC support the use of inquiry learning and ensure the use of Problem-Based Learning as an instructional strategy. (Superintendent, TLA & Principals)
- BLT's and PLCs use the PLC Critical Issues Survey data to improve (BLT & PLCs).
- PLC's will set 3-4 goals based on the critical issues tool and monitor their growth from the start to the end of the school year. (School Leaders)
- District-wide quarterly review of student level behavior data by district PBIS team. (TLA, School Leaders)



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- Development and implementation of consistent PBIS data review protocols by district PBIS team. (TLA, School Leaders)
 - School level PBIS teams facilitate a review of bullying and harassment behavior data. (TLA, School Leaders)
 - Create a structure to monitor student-staff 1 to 1 connections. (School Leaders)
 - School level PBIS and BLT teams develop a structure to support the social emotional needs of all students. (TLA & Principal)
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Strategic Priority 1 Indicator of Success:

Support and enhance student learning through a commitment to technology.

Action Steps (Owner)

- TLA and the BLT will offer professional development opportunities to support classroom teachers' implementation of technology in the classroom to enhance student learning through the SAMR model. (TLA, Technology & Principals)
- Digital Literacy Specialists (DLS) and technology teacher leaders will provide students and staff with learning opportunities to support appropriate, ethical and safe use of technology and online resources. (TLA & Technology)
- PLCs will document and share evidence of highly effective uses of technology that enhances student learning. (Principals)
- Professional development opportunities will be offered for SAMR, GAFE and Google. (TLA & Technology)
- Staff will use the technology self-assessment to set a personal goal. (TLA)
- Administrators will use the technology self-assessment to set a personal technology goal. (TLA)
- A review of existing core networking equipment will be conducted to support student learning. (Technology)
- The Wireless Access Point (WAP) cabling solution will be re-configured in every classroom to provide greater reliability. (Technology)
- Old data lines for classroom phones and wireless will be evaluated for replacement. (Technology)
- The local server environment will be redesigned into a virtual server solution. (Technology)
- The local server backup solution will be redesigned. (Technology)
- Remaining locally hosted applications will move to a cloud solution (Skyward, Destiny and Scholastic). (Technology)
- All costs associated with technology improvements will be aligned with Priority 3 Indicators of Success: Five-year fiscal projections. (Tech, FFO)