

**Forest Park School
District
Strategic Plan
2017-2018**

Core Value 1: District 91 values being an inclusive school community where all individuals are valued and respected

The 5Essentials survey was administered to all middle school students and all staff in the spring of 2017 and an independent survey with similar items administered to k-5 students in the fall of 2017. The following survey items were used to set the subsequent goals:

By May 2018, 70% of students (increased from 56%) will indicate always true and almost always true on survey item 1, *Students here believe that staff cares about them.*

Strategies:

In FY2018, the PBIS Teams will develop lessons (Cool Tools) and at least three activities on relationship-building between students and staff that will be implemented during the school year.

In FY2018, each building will develop and implement a program for connecting staff with all students to provide a daily positive interaction. Strategies will be shared with the superintendent by each principal by January 2018.

In FY2018, the PBIS Team at each building will develop videos/role-play to demonstrate appropriate interactions among staff and between staff (teachers, instructional assistants, custodians, bus drivers, lunchroom and school office personnel) and students.

By May 2018, 50% of students (increased from 33%) will indicate always true and almost always true on survey item 3, *Students in my school help one another if they are not friends.*

By May 2018, 60% of students (increased from 45%) will indicate always true and almost always true on survey item 9, *Students treat others that are different from them with respect.*

Strategies:

In FY2018, the PBIS Teams at all schools will develop lessons (Cool Tools) and at least three activities on relationship-building among students that will be implemented during the school year.

In FY2018, at the 3-5 and 6-8 grade spans, a student panel reflective of our diverse population will be assembled at each school by the PBIS Internal Coach, school social worker and grade level representatives (teachers and instructional assistants). The panel will meet at least once a month to gain perspective on the student experience and make recommendations to the PBIS Team on strategies.

In FY2018, cultural bias will be investigated and professional development will be planned with the National Equity Project to address bias.

Core Value 2: District 91 values small classes that support the continuous improvement of each individual child

A time component is being added to the lesson plan template that asks for the allocation of time intended for learning activities/teaching segments to better analyze how time is being spent within our small classes. No goal will be set for this core value for FY2018.

Core Value 3: District 91 values providing innovative instruction, programs and learning opportunities for each individual child within and beyond the classroom that results in improved academic achievement

Immediate Goals:

By May 2018, spring *aMath* benchmark data will indicate that 50% of all 2nd-8th grade students are low risk/college pathway (an increase from 40% at Fall benchmark to 50% at Spring benchmark).

By May 2018, spring *aMath* benchmark data will indicate that the percentage of all 2nd-8th grade high risk students will be reduced from 25% to 15%.

By May 2018, spring *earlyMath* benchmark data will indicate that 85% of all K-1st Grade students are low risk (an increase from 49% at Fall benchmark to 85% at Spring benchmark).

By May 2018, spring *aReading* benchmark data will indicate that 70% of 2nd-8th grade students are low risk/college pathway (an increase from 57% at Fall benchmark to 70% at Spring benchmark).

By May 2018, spring *earlyReading* benchmark data will indicate that 80% of all kindergarten and first grade students are low risk (an increase from 41% at Fall benchmark to 80% at Spring benchmark).

Strategies (All Academic Goals):

Curriculum:

By May 2018, an analysis of the Mathematics Curriculum Map will be conducted by the Director of Innovative Instruction and a team that is represented by each grade level and the math specialists to determine if it is aligned vertically and horizontally with the Common Core State Standards and aligned with the resources that are used to teach the curriculum. Formative and summative assessments will be identified and included in the curriculum map.

By May 2018, an analysis of the English Language Arts (ELA) Curriculum Map will be conducted by the Director of Innovative Instruction and a team that is represented by each grade level and the reading specialists to determine if it is aligned vertically and horizontally with the Common Core State Standards and aligned with the resources that are used to teach the curriculum. Formative and summative assessments will be identified and included in the curriculum map.

By May 2018, a curriculum review cycle for all subjects will be developed by the Director of Innovative Instruction.

Instruction:

By May 2018, best practice for core instruction will be defined by curriculum teams for reading and math in kindergarten through eighth grade.

By May 2018, best practice for core instruction will be implemented for math in kindergarten through eighth grade; building principals, math coaches and the Director of Innovative Instruction will provide coaching cycles (cycle is as follows: pre-observation, observation, post-conference; Director of Innovative Instruction will assist with creating and defining the coaching agreements) and peer observations protocol.

By May 2018, best practice for core instruction will be implemented for reading in kindergarten through eighth grade; building principals, reading specialists and the Director of Innovative Instruction will provide expertise, instructional support and modeling.

In FY2018, intermediate math teachers will conduct inter-school peer observations using a rubric that delineates expectations for high quality instructional practices to increase teacher capacity.

In FY2018, FPMS math teachers will conduct external peer observations using a rubric to observe exemplary classrooms; reflection will occur after lessons are observed to allow for questions, insights and feedback.

In FY2018, Pearson will provide professional development on the Envisions Math Series to intermediate math teachers to deepen knowledge.

In FY2018, the Director of Innovative Instruction will meet with K-8 math teachers to define Tier 1 (core) instruction utilizing a Gradual Release Model.

In FY2018, all teachers will receive training on using appropriate assessment data to specifically guide instruction within the MTSS model.

Resources:

In FY2018, an inventory of all math and reading instructional resources (physical and electronic) will be conducted by the Director of Innovative Learning and the math and reading specialists to determine appropriateness for continued use.

In FY2018, a rubric will be created by the Innovative Learning Team to evaluate requests for online instructional and/or productivity resources.

In FY2018, the administrative team will evaluate and define the roles and responsibilities of instructional assistants.

In FY2018, resources for parents to assist their students will be identified and communicated to parents.

Long-Term Goals:

By the fall of 2020, the FY2019 administration of PARCC scores will improve by 10% in ELA.

By the fall of 2020, the FY2019 administration of PARCC scores will improve by 10% in math.

Strategies (Both Academic Goals):

Curriculum:

In FY2019, grade level and subject area teams of teachers will meet at the beginning of each quarter to review the curriculum maps (using the Essential Standards Chart) to ensure that instruction is on target.

In FY2019, a review of learning materials will be conducted with District 91 personnel and external resource provider (National Equity Project) to identify cultural bias; recommendations on supplanting materials will be evaluated.

In FY2019, standards based report cards will be developed for grades 3-8 by teams comprised of grades 3-8 teachers, parents and administrators.

In FY2019 and beyond, all teachers will set at least two SLOs aligned with Common Core State Standards each semester.

In FY2019 and beyond, teachers in their off-years of their evaluation will have a peer review of their SLOs during the grade/subject area curriculum review quarterly meeting.

In FY2019, academic vocabulary will be identified for all grade levels to provide consistency throughout the curriculum maps for reading and math.

Instruction:

In FY2018, the administrative team will work with the National Equity Project to assess cultural bias in instruction and plan professional development to occur in FY2019.

Resources:

In FY2018, FPMS will restructuring its schedule to directly increase time for math instruction for implementation in FY2019.

In FY2018, time and personnel (including specials teachers) will be evaluated and restructured to maximize tiered instruction for K-8 reading and math for implementation in FY2019.

In FY2019, instructional assistants will be provided with professional development on curricular support and interventions.

Core Value 4: District 91 values open, honest and effective two-way communication to engage the community in the educational process

The 5Essentials survey was administered in the spring of 2017 with a low parent participation rate. Two questions were re-administered in the fall of 2017. The link to the survey questions was put on the newsletter mailed to every household, put on our website, advertised through social media, discussed at open houses and emails from principals. The total participation increased to 107 total responses.

On question one, Do you feel you are offered opportunities to participate in making decisions that affect the school community, 70% of total responses indicated “yes.”

No goal was set for this core value at this time.

Core Value 5: District 91 values promoting its excellence and accomplishments to a broad community

The 5Essentials survey was administered in the spring of 2017 with a low parent participation rate. Two questions were re-administered in the fall of 2017. The link to the survey questions was put on the newsletter mailed to every household, put on our website, advertised through social media, discussed at open houses and emails from principals. The total participation increased to 107 total responses.

On question two, Are you likely to recommend a District 91 school to a parent looking for a school for their child, 88% indicated "yes."

No goal was set for this core value at this time.

Core Value 6: District 91 values safe, nurturing environments that invite and engage all members of the community

Data from 5Essentials survey administered to all middle school students and independent survey administered to k-5 students indicates that more than 85% of students report that they are safe in school.

No goal was set for this core value at this time.

Core Value 7: District 91 values and supports qualified and effective professionals committed to our students and are representative of the diversity of our community

By June 2019, Teachboost data on Using Assessment in Instruction (Subdomain 3d) will indicate a district-wide average of 3.4/4.0. (an increase from 3.07/4.00 - the lowest average score among all teachers evaluated)

Strategies:

In FY2018, the Director of Innovative Instruction will provide professional development on best practices in assessment competency through a district wide book study using the book *Essential Assessment* as a guide and professional learning at monthly grade level meetings at each building.

In FY2018, the Director of Innovative Instruction will facilitate the District Administrative team in monthly professional development in the area of best practices in assessment using the book *Essential Assessment* as a guide.

In FY2018, all teachers will receive training on using appropriate assessment data to specifically guide instruction within the MTSS model.

By May 2018, a multi-year professional development plan that includes time for when it is provided will be developed so teachers can see how actions are connected; periodic checks (via survey, PPC, etc.) will be conducted to provide feedback on progress; plan will be reviewed in January of each year.

Core Value 8: District 91 values fiscally responsible planning that ensures resources are used appropriately to support district values and goals

As final figures and calculations are not yet available from ISBE, no goal will be set at this time.