




District 47 Improvement Plan (DIP) 2018/19

| Goal Area | Goal Statement | District Indicators/Measures |
|--|---|---|
| <p>Student Growth and Achievement</p>  | <p><i>Ensure maximum development, growth, and achievement for all students</i></p> | <ul style="list-style-type: none"> ● Students will read at grade level by the end of 3rd grade in monolingual classrooms and 5th grade in Dual Language classrooms (as measured by local running record data) ● 50% of students achieve annual growth targets (spring to spring) in reading and mathematics - (MAP) ● Achievement gaps close over time (PARCC Composite) ● Students will meet or exceed state standards in mathematics (IIRC PARCC) at increasing intervals with the target matching Illinois' ESSA plan target of 90% by 2032 (as measured by PARCC) ● Students will read at grade level by the end of 3rd grade at increasing intervals with the target matching Illinois' ESSA plan target of 90% by 2032 (as measured by PARCC ALL 3rd ELA) |
| <p>Action Item #1</p> | <p>Implement the new and revised Elementary Progress Report (fall 2018)</p> | |
| <p>Action Item #2</p> | <p>Dig into Michael Fullen's 6 C's with an action team book study in order to obtain a deeper understanding of the 6 C's</p> | |
| <p>Action Item #3</p> | <p>Revise the curriculum review/adoption cycle to incorporate standard framework/set of expectations for adoptions/revisions</p> | |
| <p>Action Item #4</p> | <p>Set parameters/criteria for entering into Targeted (Tier 2) interventions when Fast Bridge is used district-wide in year 2</p> | |
| <p>Action Item #5</p> | <p>Research hybrid delivery models (mix of teacher and tech) for providing interventions</p> | |
| <p>Action Item #6</p> | <p>Incorporate and monitor the overall impact of academic and social emotional resources related to XLT</p> | |
| <p>Action Item #7</p> | <p>Transition Sped staff from using AIMSWeb to Fast Bridge Benchmarking</p> | |
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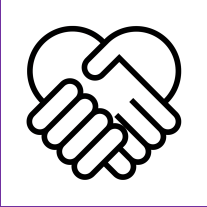
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| <p>Learning Environment</p>  | <p><i>Cultivate a supportive learning environment that is safe, inclusive, innovative, and engaging</i></p> | <ul style="list-style-type: none"> • Student attendance will remain at or above 95% for average daily attendance (IIRC) • Student satisfaction improves over time (5Essentials) • Student engagement improves over time (5Essentials) • Student behavior improves over time (SWIS majors/minors baseline data coming for the 2018/19 school year) |
| <p>Action Item #1</p> | <p>Conduct an assessment of current offerings for students delayed in readiness</p> | |
| <p>Action Item #2</p> | <p>Investigate exemplary districts that have addressed early learning with similar populations (including learning environment)</p> | |
| <p>Action Item #3</p> | <p>Choose a consistent Tier I SEL program through a pilot process</p> | |
| <p>Action Item #4</p> | <p>Provide the functions of behavior presentation to staffs</p> | |
| <p>Action Item #5</p> | <p>Show Resiliency and Trauma video</p> | |
| <p>Action Item #6</p> | <p>Train up to 2 interested teachers per building in circles in order to mentor others in the building</p> | |
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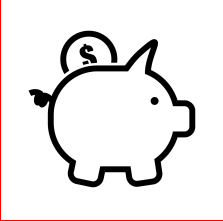
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| <p>Work Environment</p>  | <p><i>Cultivate a supportive, positive and productive work environment that attracts, develops, and retains high-quality staff</i></p> | <ul style="list-style-type: none"> • Staff attendance improves over time (IIRC) • Staff retention at or above the 85th percentile (IIRC Teacher retention) • Staff satisfaction improves over time (5Essentials) • Leader Strategic Management Survey improves over time |
| <p>Action Item #1</p> | Define collaboration for the organization across all employee groups | |
| <p>Action Item #2</p> | Research collaboration models that are working to determine what will work for us | |
| <p>Action Item #3</p> | Develop/support an annual differentiated technology integration plan (outlines 1:1 implementation, PD, management/workflow supported by iCoaches) | |
| <p>Action Item #4</p> | Establish more consistent methods of calibration on written responses | |
| <p>Action Item #5</p> | Research more standardized ways/guidelines for reporting guided reading levels in Synergy | |
| <p>Action Item #6</p> | Organize and Hold a District Kick-Off | |
| <p>Action Item #7</p> | Secure/deploy devices in 2018/19 for 1:1 roll out in 4th and 5th grade in 2019/20 | |
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| <p>Family and Community Partnerships</p>  | <p><i>Engage families and the community as vital partners in the learning process</i></p> | <ul style="list-style-type: none"> Parent satisfaction improves over time (5Essentials) Community satisfaction survey (this would be a new survey - being considered/developed during the 2018/19 school year) |
| Action Item #1 | Investigate offering childcare/activities for night events | |
| Action Item #2 | Review ESSA guidelines and requirements and ISBE recommendations for family engagement | |
| Action Item #3 | Review all district-wide publications sent/shared with families | |
| Action Item #4 | Determine what each school is doing regarding family/community engagement | |
| Action Item #5 | Develop Social-Emotional resources for Kindy Kick-Off and New Family Orientation | |
| Action Item #6 | Research Community Schools Concept and what other schools are doing for family & community engagement | |
| Action Item #7 | Revisit conferences from the lens of what's best for our parents | |
| Action Item #8 | Invite parents and community partners to join action team 8 | |
| Action Item #9 | Add a tab to school websites for SEL supports | |
| Action Item #10 | Separate Parents and Students as tabs on website | |
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| Resources Efficiencies |  | <i>Align resources within a balanced budget to accomplish priorities and ensure equity within the District</i> | <ul style="list-style-type: none"> Maintain a state rating of financial recognition (ISBE) Maintain a balanced budget (revenues exceed expenditures) (annual budget approved by Board) Provide safe, clean, and well-maintained facilities (5Essentials) Meet life-safety requirements for all facilities |
| Action Item #1 | Explore other district staffing patterns | | |
| Action Item #2 | Investigate district-wide reading recovery student needs to maximize current staffing | | |
| Action Item #3 | Review facility assessment report from architects | | |
| Action Item #4 | Implement a uniform, consistent data collection and reporting system on SES | | |