

East Maine School District 63 Strategic Plan 2015 *Goals and Action Plan*

May 2015

Dr. Scott Clay
Superintendent



East Maine School District 63
Empowering all students to succeed in a changing world.

Mission Statement

Empowering all students to succeed in a changing world . . .

Core Values and Beliefs

We believe that . . .

- . . . all students can learn, grow, and apply knowledge to become successful citizens.
- . . . teachers are a key factor in students' academic, social, and emotional success.
- . . . student learning benefits from teacher professional growth and learning.
- . . . a safe, nurturing, and engaging environment maximizes students' opportunity to learn.
- . . . our schools are leaders in the community and stewards of the public trust.
- . . . our students benefit from strong school and community relationships.

Student Achievement

Vision: Student achievement maximized by developing self-directed learners who communicate effectively and work collaboratively.

Goal: By June 2016, develop clearly defined, non-negotiable goals for achievement and instruction.

Timeline	Aligned Action	Measures of Success
June 2015	<p>Establish clearly defined standards for what students should know and understand for ELA, math, science, social studies, art, music, and physical education/health.</p> <ul style="list-style-type: none"> • <i>Review current standards for ELA, math, science, social studies, art, music, and PE.</i> • <i>Publish revised standards on the intranet.</i> 	<p>Teachers have access to standards documents and use them to develop high quality instruction.</p> <p>Parents and students have access to standards documents and understand goals for learning.</p>
January 2016	<p>Produce yearlong curriculum maps for all areas of learning to support maximum student achievement.</p> <ul style="list-style-type: none"> • <i>Develop curriculum maps that address needs of general education, special education, and bilingual/ESL student populations.</i> • <i>Publish curriculum maps for first marking period.</i> • <i>Publish curriculum maps for all marking periods.</i> 	<p>Curriculum maps in all subject areas, with yearly overview and detailed mapping for each marking period.</p> <p>Unit maps for English language arts and math.</p>
January 2016	<p>Develop a set of high priority, non-negotiable strategies for teaching and learning for use by all staff to maximize student learning.</p> <ul style="list-style-type: none"> • <i>Provide administrators and staff with a list of high priority, low priority, and discouraged practices.</i> • <i>Ensure that all staff use the updated Sheltered Instruction, Observation Protocol (SIOP) Unit Planning template for planning instruction.</i> • <i>Develop observation guidelines with alignment of SIOP to Danielson model and share with staff and evaluators.</i> • <i>Provide professional development to ensure integration of technology in authentic ways to support student achievement.</i> • <i>Train teachers to submit unit and lesson plans using School Net.</i> 	<p>Quantifiable and descriptive data indicates growth in student learning, communication, and collaboration.</p>

<p>June 2016</p>	<p>Establish a balanced assessment system aligned to standards with fall, winter, and spring common interim assessments in ELA and math for K-8.</p> <ul style="list-style-type: none"> • <i>Train a cadre of teachers in assessment development using School Net assessment tools.</i> • <i>Develop at least one common interim assessment for English language arts and math K-8; make available on School Net.</i> • <i>Develop at least three common formative assessments for English language arts and math K-8; make available on School Net.</i> • <i>K-8 teachers use common interim assessments to monitor student achievement and adjust instruction to ensure that all learners have maximum opportunities to learn.</i> 	<p>Data from common interim assessments indicates growth in student learning.</p>
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Vision: An integrated program of academic, behavioral, and social/emotional services that meets the needs of every student.

Goal: By June 2017, develop and implement an integrated PK-8 system of academic, behavioral, and social/emotional services.

Timeline	Aligned Action	Measures of Success
June 2017	<p>Provide students with access to core instruction within the general education classroom through universal design process.</p> <ul style="list-style-type: none"> • <i>Provide professional development to administrators and teachers to facilitate effective implementation of adopted Essential and Unit Maps.</i> • <i>Survey teachers for volunteers to pilot universal design process.</i> • <i>Pilot universal design process in 1-3 classrooms.</i> • <i>Survey staff to determine professional growth needed to implement high-priority instructional practices.</i> • <i>Provide professional development to all staff on high-priority instructional practices.</i> • <i>Increase universal design process to one classroom per building.</i> 	<p>Essential Maps and Unit Maps drive instruction to ensure all students have access to a guaranteed and viable curriculum.</p> <p>Instruction is focused on high priority instructional practices.</p> <p>Effective models of universal design evident in selected classrooms at each school to ensure access to appropriate instructional resources for all students.</p>
June 2017	<p>Establish school climate that maintains high academic, behavioral, and social/emotional expectations, with an understanding of student growth and development.</p> <ul style="list-style-type: none"> • <i>Psychologists and literacy specialists work collaboratively with general education and resource staff to make data-driven decisions aligned with student growth and development.</i> 	<p>For all schools, results of the Five Essentials Survey indicates a level of “More Implementation” to “Most Implementation” in the area of “Supportive Environment.”</p>
June 2017	<p>Increase capacity of all staff to support students’ academic, behavioral, and social/emotional development to maximize learning.</p> <ul style="list-style-type: none"> • <i>Teaching and Learning Department works collaboratively with building administrators to plan job-embedded professional development based on staff needs.</i> • <i>Teachers and administrators participate in differentiated, job-embedded professional development aligned with strategic design actions.</i> 	<p>Problem-solving processes at the team and building level address the needs of the whole child, with an understanding of student growth and development.</p>

	<ul style="list-style-type: none">• <i>Evaluate impact of professional development via student data and teacher/administrator surveys. Plan for 2016-2017.</i>• <i>Provide continued professional development to instructional staff and administrators.</i>	
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Community/District Relations

Vision: Strong, positive relationships and effective two-way communication with all stakeholders that fosters a clear understanding of the District's value to the community.

Goal: By June 2017, develop and implement a clearly defined communications plan.

Timeline	Aligned Action	Measures of Success
June 2015	<p>Complete situation analysis to gain an understanding of key issues facing the District, assess current communications profile, and identify perceptions of the District among key internal and external constituents.</p> <ul style="list-style-type: none"> • <i>Gather feedback from key internal and external stakeholders.</i> • <i>Disseminate online communications survey to all District families and community leaders. Gain baseline measure of perceptions of District, satisfaction with and use of existing communications tools.</i> • <i>Analyze/evaluate current communications tools.</i> 	<p>Detailed analysis presented to Board and Superintendent incorporating feedback results, data, communication tools assessment, and conclusions.</p>
December 2015	<p>Continue strengthening basic communications building blocks.</p> <ul style="list-style-type: none"> • <i>Ensure that District and school website content is timely, relevant, clear, and consistent.</i> • <i>Produce engaging, robust content for website, social media channels.</i> • <i>Develop stronger relationships with local media outlets; disseminate news as appropriate on a regular basis.</i> • <i>Re-imagine <u>Community/Staff Connections</u>; expand mailing list to key stakeholders.</i> • <i>Join relevant Chambers of Commerce; continue strengthening connections with elected officials and local leaders.</i> • <i>Launch District-wide PTO.</i> 	<p>Average increase of five/week in number of Facebook “likes”; three/week in Twitter “followers”.</p> <p>Increase in District web traffic as measured by visits, users, page engagements, and bounce rate.</p> <p>Increase in press coverage as measured via Google alerts.</p> <p>Increased readership of <i>Staff/Community Connections</i> as evidenced via follow-up communications survey disseminated late in 2017 and compared with baseline audit.</p> <p>Level of participation in District PTO as measured by number of active members, successful meetings.</p>
January 2016	<p>Based on situation analysis and District strategic plan, define brand and key messages.</p> <ul style="list-style-type: none"> • <i>Brainstorm with Superintendent, administrators.</i> • <i>Draft brand/messages submitted to Superintendent; then to Board. Feedback gathered from administrators, principals, EMCC, District PTO.</i> 	<p>Written document detailing brand and key messages disseminated to all key stakeholders (Board, teachers, principals, administrators, etc.)</p>

<p>January 2016</p>	<p>Develop specific marketing plans for TLC, Community Preschool.</p> <ul style="list-style-type: none"> • <i>Develop engaging marketing materials for both.</i> • <i>Ensure a robust presence in local media; through business community.</i> • <i>Consider renaming preschool.</i> • <i>TLC action steps (possibly to be implemented by TLC Director and/or fund-raising consultant): Assess Board strength and reconfigure to include an expectation of personal giving; recruit new members as necessary. Expand fund-raising efforts beyond to annual events to incorporate annual giving campaigns, major gifts, donor solicitation and stewardship. Research grant opportunities.</i> 	<p>By 12/30/16, TLC has a well-defined fund-raising plan in place that charts a path to sustainable annual funding.</p> <p>Community preschool filled to capacity.</p> <p><i>These measures of success depend on more than communications; however, strong communications support should help achieve these measures.</i></p>
<p>June 2017</p>	<p>Develop communications plan that rolls out and supports brand and key messaging.</p> <ul style="list-style-type: none"> • <i>Develop District-wide community engagement campaign that disseminates key messages, builds brand awareness, and targets specific stakeholders with customized messaging and programming (i.e., realtor breakfasts, etc.)</i> • <i>Ensure that all electronic and printed materials channels are aligned with branding and key messages.</i> • <i>Work closely with internal “message carriers” and spokespeople (teachers, etc.) to ensure that key messages are consistently deployed through all channels – newsletters, web content, public remarks, etc.</i> 	<p>Written document plan goals, objectives, and targets.</p> <p>Clear understanding of messaging indicated in internal survey to staff.</p> <p>Change in perceptions and increase in brand awareness as evidenced via follow-up communications survey disseminated late in 2017.</p>
<p>June 2017</p>	<p>Undertake a comprehensive graphic identity overhaul.</p> <ul style="list-style-type: none"> • <i>Define scope of work (logos, vehicles, signage, web, printed materials, etc.).</i> • <i>In FY '16-'17 budget, include funds for graphic design assistance with new graphic identity.</i> • <i>Hire graphic designer/firm.</i> • <i>“Test market” logo/graphic identity options.</i> • <i>Monitor all communications channels to ensure graphic identity compliance.</i> 	<p>Written document detailing graphic standards and identity; design guidelines, etc.</p> <p>All communications channels fully deploying new graphic identity.</p>

Vision: Continue to provide sustainable resources aligned to student needs.

Goal: By June 2018, develop a systematic plan for addressing factors impacting long-term financial stability.

Timeline	Aligned Action	Measures of Success
February (annually)	Complete five-year forecast.	Five-year forecast model including report on fund balance projections.
March (annually)	Model various five-year forecast scenarios.	Board presentation of five-year forecast with alternative scenarios.
August 2016	Negotiate EMEA salary.	Approved agreement that includes compensation.
June 2017 (then annually)	Assess risk factors.	List of risk factors that have a material impact on financial stability, including measures of possible likelihood and impact.
June 2018	Develop framework for responding to risk factors.	Document listing risk factors and the framework process for responding to them should they occur.
June 2019	Review and update framework based on new or updated risk factors.	Updated document listing risk factors and the framework process for responding to them should they occur.

Facilities and Physical Plant

Vision: Provide facilities to support and enhance the instructional process.

Goal: By December 2019, develop and implement a clearly defined plan that provides sufficient, safe, and functional space to support current and future instructional needs.

Timeline	Aligned Action	Measures of Success
January 2015	Perform internal space and needs assessments of current facilities.	Completion of assessments reported to Board.
June 2016	Complete ten-year life/safety study as required by State of Illinois and construct a schedule to complete all work required.	Completion of projects reported to Board.
December 2019	Complete Facility Improvement Plan as funding permits.	Completion of project reported to Board.

Next Steps

- Plan approved by the Board of Education.
- Public roll-out of the plan.
 - *Presentations to the East Maine Community Committee, District PTO, and school staff members.*
 - *Distribution through printed materials, social media, and the web.*
- Plan implementation facilitated by District staff.
- Annual report to Board on implementation progress.