

Strategic

Action

Plan

NORTHBROOK
DISTRICT



28

2012-13

Adopted by the Board of Education: October 30, 2012

Northbrook School District 28

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I. Literacy Goals

1.1 Refine and Expand Implementation of the Partnerships in Comprehensive Literacy (PCL) Framework

Rationale

- All students must receive high-quality literacy instruction everyday.
- PCL is a research-based framework for literacy that aligns with the Gradual Release Model and differentiates instruction based on student needs.
- PCL focuses on four components: classroom literacy framework, school-embedded professional development, intervention programs for struggling learners, and accountability and research.

1.2 Refine District-wide Literacy Assessment Plan

Rationale

- It is necessary to build a profile of each child as a reader and writer in order to understand each one's strengths and opportunities for improvement. This is accomplished through multiple assessments.
- Common assessments are necessary for Learning Teams (LTs) to function effectively.
- Rtl framework requires a district-wide assessment plan.

1.3 Refine Comprehensive Interventions Model (CIM): Assisted & Process Writing; Reading Recovery, Guided Reading Plus, and Comprehension Focus

Rationale

- A systemic approach is needed to assist struggling students in reading/writing.
- Tier2 & 3 reading support must be linked to and coherent with classroom reading instruction in order to be most effective. CIM interventions are research-based and aligned to the PCL model.

II. Math Goals

2.1 Implement New Math Curriculum for Elementary and Jr. High

Rationale

- Periodically, each curricular area goes through a mapping process (identify what is taught, analyze against State standards, align K-8, and select teaching materials) as identified by CORE Council's curricular review cycle calendar, which culminates in the adoption of an improved curriculum.

2.2 Align Math Interventions Program to New Curriculum

Rationale

- A systemic approach is needed to assist students who are struggling in math.
- Tier 2/3 interventions are required by IDM/Rtl framework.

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III. World Language Goal

3.1 Implement New World Language Curriculum

Rationale

- Periodically, each curricular area goes through a mapping process (identify what is taught, analyze against State standards, align K-8, and select teaching materials) as identified by CORE Council's curricular review cycle calendar, which culminates in the adoption of an improved curriculum.

IV. Assessment Goal

4.1 Design Common Assessments Using Assessment FOR Learning Practices with Elementary Focusing on the New Math Curriculum

Rationale

- It is necessary to build a profile of each child as a learner of mathematics, history, music, art, woodworking, science, etc.
- Common assessments are foundational for LTs to function effectively.
- Instructional Decision Making (IDM)/Rtl framework requires a district-wide assessment plan.
- Common assessments, when refined through the years, establish a consistently high-quality assessment experience for every child and provide clear guidance to all staff.

V. Learning Team Goal

5.1 Refine Learning Team (LT) Practices

Rationale

- LTs are among the most powerful professional development experiences and have the greatest impact on the professional practices of educators.
- A framework for collaboration is needed to guide and direct our work as learning teams.

VI. IDM/Rtl Process Goal

6.1 Identify and Implement District-wide Processes and Procedures for IDM/Rtl.

Rationale

- Clear processes and procedures between and among buildings/teams are needed to guide our work and ensure consistency for students.