



Aptakistic-Tripp School District 102
Long-Range Planning Goals
Spring 2011

Life and Learning

5-Year Goal

Every student will think, communicate, explore situations and solve problems in challenging learning environments and rich experiences incorporating the latest models and resources.

Why is this goal important for District 102?

We want our students to develop strengths in critical thinking, effective communication, innovative and courageous exploration, complex problem-solving and discover, connect and practice personal passions. At the same time, we believe that it is critical to ensure that each child's work is meaningful, balanced, and appropriate so that it promotes overall well-being.

"Whether the domain is English language arts, mathematics, sciences, social studies, history, art, or music, 21st century competencies and expertise such as critical thinking, complex problem-solving, collaboration, and multimedia communication should be woven into all content areas. These competencies are necessary to become expert learners, which we all must be if we are to adapt to our rapidly-changing world over the course of our lives..."

*Transforming American Education:
 Learning Powered by Technology
 US Dept. of Education*

2011-2012 Strategy: Utilize learning communities to examine new models of learning that are implied in our vision.

	Action Step	Responsible Person(s)	Timeline	Evidence of Completion or Metric
1-A	Research new learning models reflecting local, national and international perspectives.	Subject-Area Leadership Teams	January 2012	Report to TLC
1-B	Implement K-4 Obsolescence Plan for technology.	Technology Dept.	Fall 2011	Installation and set-up of all new equipment completed
1-C	Continue to support opportunities for individual teachers to explore new learning models with students.	Building Admin, T & L and Student Service	Ongoing	Numbers of students impacted by teachers incorporating new learning models as reported by teachers and students
1-D	Host a series of events that bring in local, national and international perspectives in new models of learning.	Dr. Hudson and Mr. Donovan	Ongoing	Attendee feedback



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Personalization and Academic Rigor

5-Year Goal

Every student will participate in rigorous, engaging experiences that facilitate personalized learning and foster high self-efficacy and intrinsic motivation.

Why is this goal important for District 102?

We want our students to thrive in an ever-changing age where they will be required to adapt and apply new skills or ideas from a variety of sources leading to deeper knowledge, understanding and wisdom. We believe that a more personalized learning environment that builds upon strengths and taps into passions will allow for more rigorous learning.

“Education industry veterans know the concept of customized learning is not new. The terms ‘individualized learning,’ ‘differentiated learning’ and ‘individualized learning plan’ have long been part of the education lexicon. But the term ‘personalized learning’ has only just cropped up. Its difference is that it makes the student key. ‘A learner’s needs, abilities, aptitudes, motivations, interests, skill levels, and most successful learning situations combine to provide a 360-degree view that reveals his or her best pathway to success,’ says Joel Rose, the founder of New York City’s pioneering School of One math program.”

Susan McLester
“Learning Gets Personal”

2011-2012 Strategy: Create a system of student feedback at the district, school, and classroom level around clear student learning targets.

	Action Step	Responsible Person(s)	Timeline	Evidence of Completion or Metric
2-A	Realign current curriculum to the Common Core Standards in Language Arts and Mathematics with clear student learning goals	Dr. Brua with Design Teams	April 2012	A set of curriculum documents
2-B	Revise Report Card standards to align with the Common Core Framework	Dr. Brua with Subject-Area Leadership Teams	April 2012	Present revised reporting standards at April Institute and Board Meeting
2-C	Migrate standards grade scale away from E-M-L-A to 4-3-2-1.	Teaching and Learning Council (TLC)	August 2011	Revised report cards for Fall 2011
2-D	Teachers begin to report on the SEL reporting standards	Principals	K-4: T2; 5-8: Q2 or Q3	Teachers report student growth in these areas.
2-E	Teachers begin to report on the Technology reporting standards after ILT scales the reporting standards	ILT Teams	K-8: Q4 or T3	Teachers report student growth in these areas.
2-F	Implement K-4 schedules and expand RTI services to a wider range of students	ILT and TLC with T & L and Special Service	Ongoing	Elementary schedule, Enhanced Service Model, Interventionists’ service logs, entries into Inform/AIP/Aims



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Writing

5-Year Goal

Every student will write authentically with intent and purpose, across a variety of genres, audiences, content areas, and contexts using developmentally appropriate resources.

Why is this goal important for District 102?

Successful people will need to communicate effectively with global audiences through multiple contexts and varied means. They will have to know how to clarify meaning and distinguish purpose and move others toward a common understanding.

“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, student must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.”

*Common Core State Standards Initiative**

2011-2012 Strategy: Create a writing system that allows all teachers on a child’s team to be responsible for the outcomes of expanded range, content, media and audience.

	Action Step	Responsible Person(s)	Timeline	Evidence of Completion or Metric
3-A	Continue to expand opportunities for students to write for a range of audiences using a variety of media	Teachers	Ongoing	Classroom observations, goal setting, and team conversations, MyAccess! usage and proficiency reports
3-B	Identify and select tools and systems to support an expanded vision of writing	Dr. Hudson and Mr. Donovan	June 2012	Report to TLC

**Common Core State Standards Initiative, “Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects”, p.18.*



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Human Capital

5-Year Goal

To meet the ever-changing needs of diverse learners and multiple learning styles, District 102 will continue to recruit, develop, and support exceptional teachers.

Why is this goal important for District 102?

We must ensure that all teachers in District 102 embrace the District’s vision that “every day every student will come to school and be met with learning opportunities at his/her developmental level in all subjects and leave feeling happy and excited to come back the next day.”

“High-quality teaching is the most significant school-related factor in helping students make significant gains in learning or achievement. Students who have effective teachers year after year routinely make more progress than other students. This is why every child must experience great teaching every day.”

*National Staff Development Council**

Teachers who feel happy, valued, and safe each day and are supported in their passions and pursuit of learning, will choose to remain contributing members of District 102’s vision and culture of high expectations, excellence, and personal well-being for all.

2011-2012 Strategy: Continue to provide ongoing and job-embedded professional learning, while developing a more robust system to engage staff in learning every day.

	Action Step	Responsible Person(s)	Timeline	Evidence of Completion or Metric
4-A	Provide opportunities for 50 hours of learning opportunities in a variety of contexts with the focus on enhancing instructional practice.	Principals and District Office Department Leaders	Ongoing	Participation data from MyLearningPlan
4-B	Support implementation of K–4 Obsolescence Plan (See 1-B)	Creativity and Innovation Specialists, Computer Teachers	Ongoing	Personal logs
4-C	Support the individual learning pilots and new Promethean installations	Creativity and Innovation Specialists, Computer Teachers	Ongoing	Personal logs
4-D	Create general staff satisfaction survey and continue to encourage staff to take advantage of District-sponsored wellness opportunities.	Superintendent and EDC Committee for survey and Dr. Hudson and Mrs. Murtaugh (Wellness)	Ongoing	Survey completion rate and data, Wellness screening participation; Health Miles participation; Fitness room usage
4-E	Revise and enhance content of the state approved mentor program	Dr. Brua	August 1, 2012	MLP evaluations
4-F	Create D102 University framework for professional development	Dr. Hudson and Mr. Donovan	August 1, 2012	Framework

*National Staff Development Council, “2009-2010 Annual Report: Professional Learning for Student Results: What Works and How We Make It Happen”