

SS-5: EQUITY & EXCELLENCE BOARD GOAL

Project Plan – Rev. 121714 DRAFT Gates & Brisben

I. Re-statement of the “voice of the board” on this subject: What Does the Board Mean by “Equity and Excellence?”

Priority #A5: Increased focus on achievement and measureable results for all kids	Priority #B3: Institute a system for the board to monitor academic process and progress
Achievement	Institute a system for the Bd. to monitor academic process and progress
Early childhood transition on to success in K-3	Dashboard implementation
Increased focus/measurable success on achievement for all kids	Next steps data/dashboard
Close gap	More open data usage

II. Excellence and Equity: Board Level

What, Why, In What Way, and How Much?

A. WHAT is our concern? Available data indicates opportunities exist to further enhance District 97 student performance and demonstrate that all students are experiencing significant academic growth from year to year.

B. WHY is this a board concern? High quality 21st century school systems are committed to both excellence and equity. Educationally excellent and equitable school systems exist when all students, regardless of race, ethnicity, gender, disability, or socioeconomic status are expected to achieve at the highest level of their abilities, optimally performing at grade level or better in mathematics and reading by 3rd grade and in subsequent years. As its primary goal, an excellent and equitable school system is committed to demonstrating that all children experience significant academic growth and acquire essential skills.

C. IN WHAT WAY should success be measured and monitored? A school system striving to achieve a district-wide culture of excellence and equity must develop and implement mechanisms and metrics that accurately track district progress towards its stated goal of excellence and equity for all students.

D. HOW MUCH financial and other related support is needed to develop, implement, assess, and then routinely retool a district wide program committed to excellence and equity? A district-wide system of excellence and equity will require the dedication of specific resources, staff, and other associated support.

III. Excellence and Equity: Administration Level

How, When, Where, and By Who?

	Year One	Year Two	Year Three
1.			
2.			
3.			

IV. Objectives Necessary to Meet District Goals

	Objective	Tools, Actions, & Resources Required to Achieve	Evidence of Progress / Success	End Result (can be a process or product)	Target Date
1.	<p>Draft structure of strategies that promote student success (or at least recommend them as a vision for the program) such as:</p> <p>School Culture Character Development Instructional Practices Classroom Experiences Early Identification of Students “In or At” Risk / Triage System Intervention Plans to Support Triage</p>	[ADMINISTRATION TO OWN AND COMPLETE OVER TIME – ADMINISTRATION OWNS THE “HOW”]			

V. Calendar of progress report-out to the board

8/12/14	Gates & Brisben assigned		June 2015	Administration report out on priorities and plan of action to meet year 1 and 2 goals		
11/13/14	Planning meeting with Supt.					
12/15/14	Presentation of first draft for board input (retreat)					
12/17/14	Redrafting based on email collaboration					